

CALIFORNIA SCHOOLS

JULY, 1962



CALIFORNIA SCHOOLS

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THE COVER ILLUSTRATION shows a group of secondary school students who won outstanding awards at the 1962 California Industrial Arts Exposition, Spring Fair, Sacramento, disembarking with their teachers at the airport to attend a program in their honor.

THE EFFECT OF TITLE III OF THE NATIONAL DEFENSE EDUCATION ACT AS REPORTED BY ADMINISTRATORS OF CALIFORNIA SCHOOL DISTRICTS

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During the fiscal years 1959 through 1961, the California State Department of Education approved 2,680 projects for the improvement of instructional programs in science, mathematics, and modern foreign languages under Title III of the National Defense Education Act. Approvals were received by 887 school districts and 51 offices of county superintendents of schools for projects requiring expenditures of \$8,080,831 in matching federal funds. In addition, 137 requests for consultant services were approved under Section 303 (a) (5).

Alpine County, in which the schools have an average daily attendance of 71, is the only county in which there is no school participating in a program authorized under Title III of the National Defense Education Act. Data for 1959-60 show that the 887 participating school districts had a total average daily attendance of 2,725,322, or 81.1 percent of the total a.d.a. of the state; and that the 51 offices of county superintendents of schools whose projects were approved represented schools with an average daily attendance of 2,974,981, or 88.5 percent of the total a.d.a. for the state.

A summary of the approved projects and fund allotments is shown in Table 1 (page 218), by subject area and level.

More than half (56.9 percent) of the approved projects were in science; 24.3 percent in foreign languages; and only 14 percent in mathematics. The balance, or 4.8 percent of the projects, included more than one subject area.

School districts operating elementary schools submitted 48.3 percent of the projects approved, and received 37.9 percent of the total funds; districts operating high schools, with 41.7 percent of the approved projects, received 47.2 percent of the funds; and districts operating junior colleges, with 10 percent of the approved projects, received 14.9 percent of the funds. Project approvals for the 1961-62 fiscal year show that participation in the program by California school districts operating elementary schools was slightly increased. There were no other significant changes.

The proportion of project participation by school districts for elementary school purposes is greater in California than in the rest of the

TABLE 1
TITLE III NATIONAL DEFENSE EDUCATION ACT PROJECT APPROVALS FOR CALIFORNIA SCHOOLS ACCORDING TO EDUCATIONAL LEVEL,
SUBJECT, AND AMOUNT OF FEDERAL FUNDS ENCUMBERED, 1958-59, 1959-60, 1960-61 FISCAL YEARS

Educational level	Project subject	1958-1959		1959-1960		1960-1961		Total number of projects approved	Total federal funds encumbered
		Number of projects approved	Federal funds encumbered	Number of projects approved	Federal funds encumbered	Number of projects approved	Federal funds encumbered		
Elementary----	Science-----	195	\$543,483	252	\$859,134	340	\$533,967	787	\$1,936,584
	Math-----	43	55,194	68	100,265	91	120,908	202	276,367
	For. Lang-----	64	87,680	75	127,372	104	153,780	243	368,832
	Comb.-----	23	131,217	17	161,763	22	186,091	62	479,071
High school----	Science-----	325	817,574	412	1,248,334	557	994,746	1,294	3,060,834
	Math-----	158	416,773	216	660,349	183	545,216	557	1,622,338
	For. Lang-----	32	58,827	64	92,671	61	68,387	157	219,885
	Comb.-----	95	493,771	109	556,037	142	632,961	346	1,682,759
Jr. college-----	Science-----	35	196,310	13	88,533	9	7,868	57	292,711
	Math-----	320	1,165,681	402	1,397,590	395	1,254,432	1,117	3,817,703
	For. Lang-----	25	137,732	63	259,483	94	351,919	182	749,134
	Comb.-----	3	18,827	5	10,275	7	24,363	15	53,465
Three levels----	Science-----	18	103,086	24	128,673	21	87,092	63	318,851
	Math-----	2	8,974	7	71,850			9	80,824
	For. Lang-----								
	Comb.-----								
TOTAL-----	Science-----	378	268,619	99	470,281	122	463,374	269	1,202,274
	Math-----	78	1,097,988	531	1,778,966	617	1,431,102	1,526	4,308,056
	For. Lang-----	78	132,848	137	203,211	159	213,658	374	549,717
	Comb.-----	177	684,537	208	812,082	267	873,833	652	2,370,452
TOTAL-----	For. Lang-----	60	336,501	37	322,146	31	193,959	128	852,606
	Comb.-----								
TOTAL-----		693	\$2,251,874	913	\$3,116,405	1,074	\$2,712,552	2,680	\$8,080,831

United States, and the districts are receiving a larger proportion of the available funds for these purposes. According to the latest report received from the Office of Education, U.S. Department of Health, Welfare, and Education, 16.6 percent of the available funds have been received by elementary schools in the nation as a whole.

Although large amounts of money have been distributed under Title III to school districts in California, the cost of the program to both the federal government and the state has been only 89.7 cents per unit of average daily attendance per year. This figure includes all allocations to school districts for approved projects, all administrative costs as well as those for consultant services, and the many related activities carried on by various bureaus of the California State Department of Education, but it does not include matching funds provided by school districts for the purchase of equipment and materials.

The Bureau of National Defense Education Act Administration recently completed a statewide evaluation of its activities to (1) determine how wisely the NDEA funds have been utilized; (2) assist local school districts in evaluations of their instructional programs in science, mathematics, and modern foreign languages; (3) obtain appraisals of the NDEA program and learn how services of the Bureau might be made more effective; and (4) secure information in answer to questions raised by the California State Legislature.

Procedures for evaluating the activities of the Bureau included the following steps:

1. Cooperative planning with members of the Division of Instruction of the California State Department of Education to determine specific purposes and techniques of the evaluative procedure
2. Involving representatives from the Legislative Budget Committee, the office of the Legislative Analyst, and the State Department of Finance
3. Selecting Wilbur Schramm, Director of the Institute for Communication Research at Stanford University, as an adviser
4. Appointing an advisory committee, consisting of representatives from school districts and offices of county superintendents of schools, to complete a pilot questionnaire
5. Holding training sessions for representatives from offices of county superintendents of schools who in turn provide school districts with proper instructions regarding the purposes and techniques of the evaluative procedure
6. Examining completed questionnaires, grouping answers into appropriate categories, and coding the answers for statistical treatment
7. Tabulating responses to questionnaires

By April 1, 1962, the 1,507 responses that had been received from 877 school districts and 51 offices of county superintendents of schools described the effect of 2,804 projects, 98.8 percent of the projects approved.

FINDINGS AND IMPLICATIONS

The findings and implications contained in this report are based upon the experiences of school districts with a combined a.d.a. of 2,694,988, or 80.2 percent of the average daily attendance in California public schools during the 1959-60 fiscal year.

Finding. Participation in programs under Title III of the National Defense Education Act increases proportionately with the size of the district and with the level of the district.

Implication. Staff time must be scheduled so that school districts can take full advantage of the incentive programs which involve planned curriculum improvement.

Table 2 shows the distribution of school districts participating in programs under Title III of the National Defense Education Act according to type and size. There was participation by 16.3 percent of the districts in the state whose average daily attendance was less than 100; by 35.4 percent of the districts with an a.d.a. between 100 and 299; by 57 percent of the districts with an a.d.a. between 300 and 999; and by 80.3 to 100 percent of the districts with 1,000 a.d.a. or more.

The size of the administrative staffs tends to increase as school districts grow in size, and there is a tendency to provide administrative services to a greater extent in high school and junior college districts. Only 15.5 percent of the 515 elementary school districts with an a.d.a. of less than 100 participated in programs under Title III of NDEA; but 44.4 percent of the nine high school districts participated. Among all the school districts with less than 1,000 average daily attendance, participation in NDEA projects was shown to be 27.7 percent of the 1,040 elementary districts; 70.4 percent of the 115 high school districts; 87.5 percent of the eight junior college districts; and 76.7 percent of the 30 unified school districts.

Thus, although it would appear that the size of a school district is the determining factor in its participation in the program, such is not the fact. The critical factor is the size of the administrative staff which is given responsibility for the preparation of projects and time in which to do the required work.

The school districts that assigned one person to supervise all project applications obtained the greatest amount of financial assistance, reported the greatest amount of gain in their instructional programs, and had the fewest problems in using National Defense Education Act funds.

TABLE 2
NUMBER AND PER CENT OF CALIFORNIA SCHOOL DISTRICTS BY TYPE AND SIZE WITH PROGRAMS APPROVED FOR PARTIAL
FINANCING UNDER TITLE III OF NDEA, 1958-59, 1959-60, 1960-61 FISCAL YEARS

Group	Range of average daily attendance	Type of school district						Totals								
		Elementary			High School		Unified		Junior college							
		Number in state	Number with approved projects	Per cent with approved projects	Number in state	Number with approved projects	Per cent with approved projects	Number in state	Number with approved projects	Per cent with approved projects						
1	0-99	515	80	15.5	9	4	44.4	1	100.0	2	527	86	16.3			
2	100-299	264	84	31.8	36	21	58.3	7	3	42.9	1	100.0	308	109	35.4	
3	300-999	261	124	47.5	70	56	80.0	22	19	86.4	5	100.0	358	204	57.0	
4	1,000-4,999	222	166	74.8	76	68	89.5	53	44	83.0	19	100.0	370	297	80.3	
5	5,000-9,999	33	30	90.9	19	16	84.2	12	11	91.7	2	100.0	66	59	89.4	
6	10,000-49,999	20	16	80.0	10	10	100.0	20	20	100.0	1	100.0	51	47	92.2	
7	50,000-99,999							2	2	100.0			2	2	100.0	
8	Over 100,000	1	1	100.0	1	1	100.0	2	2	100.0			4	4	100.0	
	Totals -	1,316	501	38.1	221	176	79.6	119	102	85.7	30	29	96.7	1,686	808	47.9

Participation by small elementary school districts is also directly related to the size of the staff provided by the office of the county superintendent of schools to develop the applications and to assist the districts in the implementation of the approved projects.

Finding. Participation in Title III of the National Defense Education Act has been inversely proportional to the assessed value per pupil of the districts.

Implication. Incentive programs are not effective in school districts that have sufficient resources to finance the educational aspirations of the community.

Of the approximately 500 school districts in California that receive basic aid only, 190 districts, or 38.2 percent, participated under Title III of NDEA. The percent increased to 43.7 percent for districts receiving equalization aid on the regular formula, and to 62.2 percent for districts receiving equalization aid on the basis of the alternate formula.

Among elementary school districts, 61.1 percent of the alternate equalization districts participated, while only 29.8 percent of the basic aid districts submitted project applications; and at the secondary level, the percents were 93.3 percent and 73.7 percent, respectively.

The lack of participation in Title III by wealthy districts may be accounted for by their wealth, and not their opposition to the intent of the NDEA program. A letter written by the superintendent of one of the wealthiest school districts in California to the Department of Education early in the program stated that the district was sympathetic to the intent of NDEA, but did not intend to participate because the district had sufficient funds to finance any improvements it desired.

The 50-50 matching requirement of the law has worked a hardship on some school districts, and 93 indicated a desire for a more flexible form of matching. The study, however, did not support the claim that NDEA makes "the rich richer and the poor poorer." On the contrary, there was evidence in the evaluation documents to support the conclusion that NDEA funds were of significant assistance to the school districts in the state on a simple financial basis. One large district facing severe financial problems received a recommendation from its staff that participation in NDEA be discontinued, but it was the school board's judgment that failure to participate would be detrimental to the educational plans of the district.

Finding. Title III of the National Defense Education Act has helped to educate large numbers of students in science, mathematics, and modern foreign languages.

Implication. Financial incentives to school districts in special subject areas help to establish a desire on the part of students to enroll

in these subjects, and assist the districts in providing for the increased enrollment.

The National Defense Education Act has had little influence on enrollments in science and mathematics in the elementary schools of California, for these two subjects have long been part of the required course of study. In foreign languages, however, enrollment in the elementary schools has grown from a very few to 187,294 pupils, 8 percent of the total number of elementary pupils in the state. It may be concluded that money made available under Title III of the National Defense Education Act was a major factor in the rapid growth of programs in foreign languages.

The Bureau of Secondary Education of the California State Department of Education reports a 51.3 percent increase in science enrollments, a 75.1 percent increase in mathematics enrollments, and an 89.6 percent increase in foreign language enrollments during the 1959-61 period when the total enrollment in secondary schools increased only 47.5 percent. Similar figures are not available for the junior colleges.

It was the intent of Congress in passing the National Defense Education Act "to enable more students to be educated in science, mathematics, and modern foreign languages." Many factors have been in operation that would result in increased enrollments. The purpose of the NDEA was to help school districts accommodate this increase.

The extent to which the NDEA was successful, in the opinion of the administrators of the public schools of California, is shown by Figure 1.

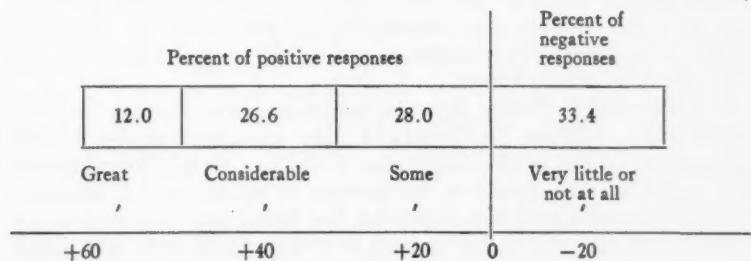


FIGURE 1. Extent to which Title III of the National Defense Education Act was effective in enabling California school districts to provide for increased enrollments in science, mathematics, and modern foreign languages.

Reports from the school districts submitting completed questionnaires indicated that student enrollments are related not only to current social pressures and vocational aspirations, but also to the richness of the learning environment. There are several reasons why the provision of equipment and materials has an effect on enrollment. In the first place, the initiation of new programs, such as the foreign language program at the elementary level, requires the expenditure of considerable funds to secure the necessary equipment and teaching materials. In the second place, the provision of equipment and materials for student experimentation and use appears to have a motivational influence upon the student. The Bureau of Secondary Education reports that the increase in enrollments in advanced science courses reflects higher educational goals on the part of the students and satisfaction with the beginning courses.

Finding. Title III of the National Defense Education Act has resulted in significant improvement in the quality of instruction offered California students in science, mathematics, and modern foreign languages.

Implication. The provision of funds for the purchase of equipment and materials stimulates program improvement and provides the motivation for curriculum change on the part of the district and the incentive for change on the part of the teacher.

The California state plan for the administration of the NDEA requires from each applicant district a proposal that contains a detailed description of the proposed program of instruction, including specific descriptions of the use of equipment and materials, the plans of the district for in-service education, and an evaluation program. This requirement is credited by districts as being responsible for the effect of the NDEA on the improvement of instruction.

Altogether, 95 percent of the respondents to the questionnaire reported that the NDEA had been effective in improving instructional programs in science, mathematics, and modern foreign languages. The extent to which those responding thought that the NDEA had influenced the programs is shown in Figure 2.

Although school districts reported considerable improvement in their instructional programs, the in-service plans contained in the project applications did not reach fruition, nor were the anticipated evaluations actually carried out. Therefore the question to be answered at this time is not whether the programs improved, but rather by what process the improvement took place. The answer to this question seems to depend upon the number of teachers involved in the program change.

For example, in high schools where only a small number of teachers were involved in a physics program, the process of change was effected by (1) sending one or two teachers to a summer institute or workshop; (2) upon their return having them teach physics under controlled con-

ditions; (3) meeting frequently during the year with the other physics teachers; (4) gaining approval from the board of education to continue experimentation for a second year; (5) submitting an NDEA project for equipment and consultant help; (6) holding a workshop of three to seven weeks for physics teachers; and (7) teaching the course during the school year with constant consultant help. While these activities were going on, every aspect of the program was being evaluated. In the total process, staff attitudes were developed that made implementation of the new program fairly easy. Secondary school administrators reported that the fellowships provided by the National Science Foundation had been the greatest single factor in program changes.

Reports from many high school districts in California indicate that when small groups of teachers are involved, this approach to curriculum change is appropriate.

At the elementary level, where the number of teachers involved in a proposed program change may run into the thousands, the approach described has not proven effective. Approximately 50 per cent of the elementary school districts reported that they were having difficulties with their in-service programs and that they needed additional staffing to deal with the problems.

Another stimulus for change comes from the provision of additional equipment and materials. Regardless of the care that may be exercised in the selection of items, the equipment purchased will be subject to some criticism. This criticism may be expressed by rejection of the equipment and new materials or by stated preferences for items other than those furnished. Critical attitudes are generally communicated to

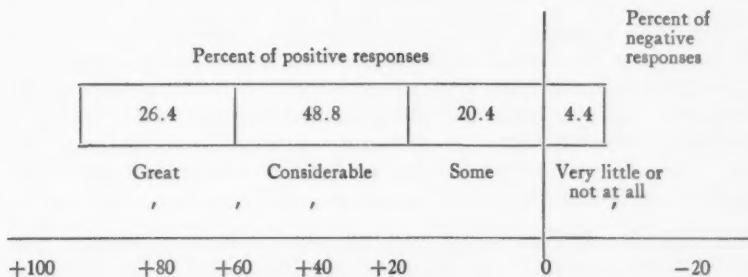


FIGURE 2. Extent to which Title III of the National Defense Education Act was effective in improving instructional programs in science, mathematics, and modern foreign languages in California schools.

the school administrators along with recommendations. After a certain amount of intercommunication, additional purchases of equipment and materials are based upon the evaluations and recommendations of the dissident group, within the framework employed in making the original purchases.

Teachers then accept the responsibility for obtaining the skills needed to use the additional equipment and materials. Many teachers obtain these skills on their own time and at their own expense through extension and summer school courses. They introduce the additional equipment and materials to the classroom, make further informal evaluations of equipment needs and instructional techniques, and another cycle of change is begun.

The three main aspects of the process of change appear to be (1) increased depth of involvement by the individual teacher; (2) increased involvement in terms of numbers of teachers; and (3) increased enrichment in the quantity and quality of instructional equipment and materials made available to the teachers.

At this time it is impossible to tell how many years all the teachers in a school district may be involved in such a process, although it appears that the length of time will be in proportion to the number of teachers affected and the amount of change desired. The approach described as appropriate at the high school level involved only a few teachers, but took a three-year period to complete.

Finding. Administrators of school districts report that additional improvement in instructional programs is still necessary.

Implication. Continued assistance in improving instructional programs, and incentives such as provided by the NDEA are desired by most school districts.

More than one-third of the responding school districts reported that they had plans for further improvement of their instructional equipment and materials; one of every five reported plans for additional laboratories for classes in science and modern foreign languages; one of every eight anticipated additional organizational and instructional changes; and one out of two school districts reported need for additional staff to provide in-service education for teachers.

Inasmuch as the districts generally reported that they were unable to finance these additions unless they had financial assistance, the continuation of NDEA programs or other similar legislative programs is necessary if the districts are to achieve their goals.

Finding. Title III of the National Defense Education Act has created a demand for in-service education programs that districts are unable to supply with existing resources.

Implication. School districts in California are staffed in terms of maintaining an existing educational program, and are thus inadequately staffed when the Legislature or society places upon the schools the obligation for major curriculum change.

School districts were asked to identify the basic problems which they faced in terms of the implementation of their NDEA projects and their plans for future change. One of every six districts felt that it lacked sufficient administrative help. Three out of eight districts reported insufficient funds for in-service education or for equipment and materials. One of every four districts reported that its biggest problem was the improvement of the teaching staff; and one of every four reported the need for local consultants to assist the in-service program.

The tenor of the reports received from the school districts indicated that Title III of the NDEA had served as a stimulus for program change and program improvement. However, the reports indicated that this stimulus had come at a time when the school districts lacked resources to provide the necessary in-service education for their teaching staffs, and the supply of competent teachers was insufficient for their needs.

Finding. Title III of the National Defense Education Act has strengthened the awareness of school districts of the need for more effective evaluation procedures.

Implication. During a period of program change, the need for adequate tools to evaluate the effectiveness of the changed program by obtaining evidence regarding improvement and learning places further demands on school districts for more adequate administrative staffs.

School districts were asked to report the nature of the evidence they had collected and upon which they based their judgment regarding improved learnings on the part of students. Professional opinion was the most frequently used criterion. Only one of every three school districts reported any objective evidence such as test data or enrollment figures to support their findings. Many administrators reported that existing tests were inappropriate for the changed educational programs, that the pressure of time upon existing staff did not permit adequate evaluation, and that they lacked the funds to add staff members.

Reports from most of the school district administrators showed not only a great need for evaluation of their school programs; but also considerable evidence that they were deeply concerned with the effectiveness of instruction. The reports reflected an awareness that such evaluations were not being made, and contained appeals to the California State Department of Education for assistance in evaluating their programs with more effective and appropriate tests, consultant assistance, and financial assistance in maintaining an adequate staff to administer and interpret the data which could be collected.

Finding. Title III of the National Defense Education Act has stimulated the change to a more highly specialized organization of instruction.

Implication. The infusion of energy and money into any area results in a more complex and a more highly specialized organization.

School districts were asked to describe the organizational change which had taken place in their instructional programs. The responses of the elementary school districts indicated that approximately one of every three had fully departmentalized at the seventh and eighth grade level; and that some degree of departmentalization had occurred as low as the fourth grade in one of every 20 school districts. One of every four reported that science was taught as a separate subject; one of every five reported some type of grouping to provide greater individualization of instruction; and one of every five employed additional teachers to provide for increased specialization of instruction.

High school districts reported a similar trend towards increased specialization of assignment. One of every seven high school districts gave department heads released time for administrative duties; one of ten reported restricting the teaching staff to specific areas of science or mathematics; one of three reported changes in their practices of assigning students to classes; and one of 15 reported employing laboratory assistants in science or in foreign language, and granting free time to teachers for program preparation.

Finding. Title III of the NDEA has so far had an overall favorable effect upon other subject areas in the school program.

Implication. Incentive programs for special subject areas are not necessarily damaging to the school program as a whole.

Four favorable comments regarding the effect of the NDEA on other subject areas were made for each unfavorable comment. In order of frequency, the favorable effects of the NDEA included (1) the increased use of general audio-visual equipment and materials; (2) the establishment of a climate of recognition for the extent of improvement possibilities; (3) the development of techniques of program appraisal and program development in other subject areas; and (4) improved co-operation with other school districts, offices of county superintendent of schools, and institutions of higher learning.

The unfavorable effects of the NDEA most referred to were overloading the administrative and supervisory staff; and the feeling that money had been taken from other areas of the curriculum. There were also some references to the creation of staff jealousies as a result of selecting certain subject areas.

In general, however, it was the feeling of the school districts in California that the National Defense Education Act had been a stimu-

lusion for program improvement in all areas of the school curriculum, and that its favorable effects far outweighed any unfavorable effects.

Finding. School districts have recommended changes in administrative practices for Title III which are currently being put into effect.

Implication. Continual feedback from school districts regarding any service program is essential to the improvement of administrative procedures and to adaptation to changed circumstances.

School districts were asked to recommend the changes in administrative practices that would be of assistance to them in the development of programs financed under Title III of the National Defense Education Act. Half of the districts responding requested that the deadline for submission of projects be shifted to the Spring. An almost equal number requested that the Bureau of National Defense Education Act Administration take steps towards revising its manual of instruction.¹ One of ten school districts stated that the straight 50-50 matching should be made more flexible so that the poorer school districts might receive the benefits they need.

The California State Department of Education has already responded to the request for the Spring deadline by establishing April 24, 1962, as the deadline for applications for the 1962-63 fiscal year. The manual of instructions for the preparation of projects is currently under revision, and several statewide committee meetings will be held to obtain the reactions of school districts toward the changes proposed. The provision of more flexible matching requirements is under study.

CONCLUSIONS

Participation of a school district in Title III programs is related directly to the size of its administrative staff and inversely, to its wealth.

Title III of the National Defense Education Act has been successful in California in helping school districts to accommodate increased student enrollments and improve the quality of instruction in science, mathematics, and modern foreign languages.

Title III has stimulated school administrators in the state to initiate programs of instructional improvement; and the equipment and materials provided under Title III have acted both as motivation and reward to the teachers in the school districts involved. Secondary school district administrators credit the National Science Foundation with being the greatest single factor in program change.

Title III has achieved only limited success in the development of adequate in-service education programs for teachers and the encourage-

¹ *Manual of Information and Instructions Regarding Application for Projects Under Title III of National Defense Education Act of 1958 (Public Law 864): Financial Assistance for Strengthening Science, Mathematics, and Modern Foreign Language Instruction—Grants for Acquisition of Equipment, Materials, and Minor Remodeling.* Sacramento: California State Department of Education, 1959 (revised).

ment of effective evaluation programs. School districts report that they have insufficient funds to employ adequate staff for these purposes and are seeking aid either from such programs as are represented by the National Defense Education Act or programs established by the State Legislature.

Title III has stimulated the development of more complex and more highly specialized instructional programs, which include the increased specialization of teachers and greater attention to pupil placement.

Title III has been a favorable influence upon the school program as a whole. The criticisms regarding additional workload on school district staffs are more than counterbalanced by the use of ideas, equipment, and techniques developed in NDEA supported subjects and by the stimulation of improved programs in other subject areas.

The experience of the school districts indicates that even under the most favorable circumstances a minimum of three years is necessary for curriculum change, and that considerably more time is needed if large numbers of teachers are involved.

The total cost of the NDEA Title III program in California, including administrative costs, consultant and supervisory services, and matching funds for equipment and materials, has been approximately 90 cents per pupil per year.

Probably the most valuable result of the study is that it has proven that small amounts of money, when wisely spent as a result of careful planning, can effect a significant impact on the educational program in a school district and in the state.

ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS, MARCH 31, 1962

Prepared in the BUREAU OF EDUCATION RESEARCH by
Henry W. Magnuson, *Chief*, and Peter J. Tashnovian, *Consultant*

This semiannual compilation of data on active enrollment in the public schools of California as of March 31, 1962, has been prepared from reports of officials of the school districts.

In Table 1, totals are shown for the state, by sex, for each grade and special classification; in Tables 2 and 4, a comparison is made with similar data for March 31, 1961; and in Tables 3 and 5, the figures on enrollment are presented according to grade level, by sex, and by county. In Table 6, the enrollment of pupils on half-day sessions is shown by grade and by county.

Enrollment in regular grades only, from kindergarten through grade fourteen, as shown in Tables 2 and 4, increased 179,988 (5.2 percent) over the enrollment reported a year earlier. Comparable figures for March 31, 1961, showed an increase of 176,099 (5.4 percent) over those reported on March 31, 1960.

Total enrollment in all regular grades and all special classes was 4,212,452, an increase of 195,471 (4.9 percent) over the total for March 31, 1961. This increase may be compared to that of 216,175 (5.7 percent) on March 31, 1961, over the figures reported on March 31, 1960.

The increase in graded enrollment in kindergarten and elementary grades between March 31, 1961 and March 31, 1962, was 3.9 percent as compared with an increase of 4.4 percent during the previous year. Enrollment in grades nine through twelve increased 9.1 percent as compared with 7.7 percent on March 31, 1961. In junior colleges there was an increase of 9.1 percent in graded enrollment in 1962, as compared with 12.2 percent the previous year.

Junior college enrollments are reported as full-time or part-time. Students enrolled in programs yielding 12 or more credit hours are considered full-time students.

Enrollment in grades seven, eight, and nine in junior high schools is reported separately from that in elementary schools and four-year high schools, in order that the total enrollment in junior high schools may be readily computed.

Table 6 contains data regarding the enrollment of pupils on half-day sessions by grade and county. As of March 31, 1962, there were 45,034 elementary school and 4,036 high school pupils (including junior high school) or a total of 49,070 pupils on half-day sessions. This is a decrease of 21,534 in enrollment on half-day sessions from that of March 31, 1961, and a decrease of 17,103 from that of October 31, 1961.

TABLE 1
SUMMARY OF ACTIVE ENROLLMENT IN CALIFORNIA PUBLIC SCHOOLS
March 31, 1962

Grade or class	Male	Female	Total
GRADED ENROLLMENT			
Kindergarten	166,506	159,593	326,099
Grade one	171,578	159,027	330,605
Grade two	160,888	151,929	312,617
Grade three	153,325	146,823	300,148
Grade four	146,809	142,462	289,271
Grade five	140,693	135,481	276,174
Grade six	135,402	131,275	266,677
Grade seven in elementary schools	65,650	62,306	127,956
Grade seven in junior high schools	72,356	70,146	142,502
Grade eight in elementary schools	63,836	60,331	124,167
Grade eight in junior high schools	71,782	69,807	141,589
<i>Total enrollment, kindergarten through grade eight</i>	1,348,825	1,289,180	2,637,805
Grade nine in junior high schools	64,855	62,991	127,846
Grade nine in four-year high schools	67,563	63,377	130,940
Grade ten	119,197	115,348	234,545
Grade eleven	93,347	88,099	181,446
Grade twelve	80,478	78,080	158,558
<i>Total enrollment, grades nine through twelve</i>	425,440	407,895	833,335
Grade thirteen			
Full-time	37,689	23,261	60,950
Part-time	22,744	14,037	36,781
Grade fourteen			
Full-time	22,388	11,277	33,665
Part-time	8,692	4,415	13,107
<i>Total enrollment, grades thirteen and fourteen</i>	91,513	58,990	144,603
<i>Total enrollment, kindergarten and grades one through fourteen</i>	1,866,578	1,750,065	3,616,643
ENROLLMENT OF ADULTS AND IN SPECIAL CLASSES			
Ungraded pupils in elementary schools	1,460	430	1,890
Pupils in special day and evening classes in elementary schools	13	9	22
Special classes for physically handicapped minors:			
Elementary schools	4,563	3,551	8,114
Grades seven and eight in junior high schools	335	363	698
High school level	1,128	1,767	2,895
Special classes for mentally retarded minors:			
Elementary schools	19,717	13,362	33,079
Grades seven and eight in junior high schools	3,122	2,234	5,356
High school level	5,032	3,333	8,365
Pupils in compulsory continuation classes	3,021	1,462	4,483
Special pupils:			
High school level	6,322	6,998	13,320
Junior college level			
Full-time	1,449	615	2,064
Part-time	6,921	6,021	12,942
Adults:			
High school level	117,658	202,180	319,838
Junior college level	102,294	81,449	183,743
<i>Summary of enrollment of adults and in special classes:</i>			
Elementary school level	29,810	19,919	49,159
High school level	133,161	215,710	348,801
Junior college level	110,664	88,055	198,749
<i>Total enrollment of adults and in special classes</i>	273,095	323,774	596,869
GRAND TOTAL, GRADED ENROLLMENT AND ENROLLMENT IN SPECIAL CLASSES			
Enrollment on half-day sessions:			
Grades one through eight			46,908
Grades nine through twelve			2,162

TABLE 2

COMPARISON OF GRADED AND SPECIAL CLASS ENROLLMENTS FOR MARCH 31, 1961 AND MARCH 31, 1962

Grade or class	March 31, 1961	March 31, 1962	Increase or decrease between March 1961 and March 1962	
			Number	Percent
Kindergarten.....	309,948	326,099	16,151	5.2
Grade one.....	323,473	330,605	7,132	2.2
Grade two.....	301,237	312,617	11,380	3.8
Grade three.....	288,334	300,148	11,814	4.1
Grade four.....	274,538	289,271	14,735	5.4
Grade five.....	263,620	276,174	12,554	4.8
Grade six.....	263,037	266,677	3,640	1.4
Grade seven.....	262,914	270,458	7,544	2.9
Grade eight.....	252,179	265,756	13,577	5.4
<i>Total enrollment, kindergarten through grade eight.....</i>	<i>2,639,278</i>	<i>2,637,805</i>	<i>98,527</i>	<i>3.9</i>
Grade nine.....	237,726	258,786	21,060	8.9
Grade ten.....	196,097	234,545	38,448	19.6
Grade eleven.....	177,737	181,446	3,709	2.1
Grade twelve.....	152,355	158,558	6,203	4.1
<i>Total enrollment, grades nine through twelve.....</i>	<i>763,915</i>	<i>833,335</i>	<i>69,420</i>	<i>9.1</i>
Grade thirteen.....	(91,506)	(97,731)	(6,225)	6.8
Full-time.....	58,395	60,950	2,555	4.4
Part-time.....	33,111	36,781	3,670	11.1
Grade fourteen.....	(40,956)	(46,772)	(5,816)	14.2
Full-time.....	29,775	33,663	3,890	13.1
Part-time.....	11,181	13,107	1,926	17.2
<i>Total enrollment, grades thirteen and fourteen.....</i>	<i>132,468</i>	<i>144,505</i>	<i>12,041</i>	<i>9.1</i>
<i>Total enrollment, kindergarten through grade fourteen.....</i>	<i>3,435,655</i>	<i>3,615,645</i>	<i>179,988</i>	<i>5.2</i>
Special enrollment classifications in elementary schools:				
Ungraded pupils in elementary schools.....	1,754	1,890	136	7.8
Pupils in special day and evening classes in elementary schools.....	245	22	-223	-91.0
<i>Total, special enrollment classifications in elementary schools.....</i>	<i>1,999</i>	<i>1,912</i>	<i>-87</i>	<i>-4.4</i>
Special classes for physically handicapped minors:				
Elementary schools.....	7,992	8,114	122	1.5
Grades seven and eight in junior high schools.....	661	698	37	5.6
High school level.....	2,595	2,895	300	11.6
<i>Total, special classes for physically handicapped minors.....</i>	<i>11,248</i>	<i>11,707</i>	<i>459</i>	<i>4.1</i>
Special classes for mentally retarded minors:				
Elementary schools.....	29,425	33,079	3,654	12.4
Grades seven and eight in junior high schools.....	4,932	5,356	424	8.6
High school level.....	7,444	8,365	921	12.4
<i>Total, special classes for mentally retarded minors.....</i>	<i>41,801</i>	<i>46,800</i>	<i>4,999</i>	<i>10.0</i>
Pupils in compulsory continuation classes.....	4,483	4,483		
Special pupils:				
High school level.....	12,318	13,320	1,002	8.1
Junior college level.....	(10,035)	(15,006)	(4,971)	49.5
Full-time.....	1,452	2,064	612	42.1
Part-time.....	8,583	12,942	4,359	50.8
<i>Total, special pupils in regular classes.....</i>	<i>22,553</i>	<i>28,326</i>	<i>5,973</i>	<i>26.7</i>
Adults:				
High school level.....	312,967	319,838	6,871	2.2
Junior college level.....	186,475	183,743	-2,732	-1.5
<i>Total, adults.....</i>	<i>499,442</i>	<i>503,581</i>	<i>4,139</i>	<i>.8</i>
TOTAL, all grades and classes.....	4,016,981	4,212,452	195,471	4.9

TABLE 3
GRADED ENROLLMENT, BY COUNTIES

County	Kindergarten			Grade one			Grade two		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	9,354	9,097	18,451	9,223	8,408	17,631	8,804	8,213	17,017
Alpine.....	6	12	18	6	12	18	4	7	11
Amador.....	86	75	161	98	85	183	84	100	184
Butte.....	704	740	1,444	659	810	1,778	881	809	1,690
Calaveras.....	64	56	123	117	82	199	83	105	188
Colusa.....	113	100	213	120	116	236	121	120	250
Contra Costa.....	5,200	5,124	10,324	5,281	4,907	10,168	5,006	4,841	9,847
Del Norte.....	177	175	352	221	190	411	223	186	409
El Dorado.....	291	298	589	360	311	671	358	354	712
Fresno.....	4,106	3,860	7,966	4,988	4,601	9,487	4,570	4,317	8,887
Glenn.....	118	127	245	234	213	447	215	190	405
Humboldt.....	1,107	1,010	2,117	1,208	1,199	2,407	1,140	1,081	2,221
Imperial.....	791	812	1,603	1,094	984	2,078	941	875	1,816
Inyo.....	108	127	235	145	111	256	127	114	241
Kern.....	3,392	3,195	6,587	3,709	3,487	7,196	3,621	3,320	6,941
Kings.....	680	574	1,254	791	747	1,538	714	622	1,336
Lake.....	92	96	188	134	133	267	130	83	213
Lassen.....	124	126	250	153	176	329	178	172	350
Los Angeles.....	59,005	56,806	115,811	59,267	58,013	115,280	55,448	52,819	108,267
Madera.....	410	354	764	511	453	964	448	460	988
Marin.....	1,688	1,535	3,273	1,648	1,444	3,092	1,568	1,456	3,024
Mariposa.....	20	16	36	48	33	81	53	40	93
Mendocino.....	371	357	758	521	494	1,015	474	475	949
Mered.....	1,073	996	2,069	1,264	1,124	2,388	1,089	1,035	2,124
Modoc.....	46	48	94	67	88	155	94	77	171
Mono.....				27	31	58	28	29	57
Monterey.....	2,085	2,077	4,162	2,264	2,105	4,289	2,113	1,972	4,085
Napa.....	575	582	1,157	534	565	1,199	504	459	1,093
Nevada.....	104	93	197	186	170	356	183	131	314
Orange.....	10,569	10,245	20,814	10,007	9,220	19,227	9,510	9,111	18,621
Placer.....	617	529	1,146	694	611	1,305	669	596	1,265
Plumas.....	107	117	224	116	108	224	143	106	249
Riverside.....	3,410	3,086	6,496	3,584	3,351	6,935	3,306	3,202	6,508
Sacramento.....	6,312	6,123	12,435	6,144	5,694	11,838	5,940	5,459	11,399
San Benito.....	125	127	252	185	165	340	167	126	293
San Bernardino.....	5,735	5,517	11,252	6,037	5,511	11,548	5,394	5,263	10,657
San Diego.....	11,305	10,788	22,093	11,253	10,241	21,494	10,429	9,894	20,323
San Francisco.....	4,301	4,191	8,492	4,360	4,259	8,619	3,953	3,683	7,636
San Joaquin.....	2,356	2,245	4,631	2,737	2,539	5,276	2,604	2,453	5,057
San Luis Obispo.....	754	750	1,504	902	822	1,724	838	766	1,604
San Mateo.....	5,257	4,790	10,047	4,757	4,354	9,111	4,615	4,384	8,999
Santa Barbara.....	2,169	2,038	4,207	2,250	2,106	4,356	2,071	1,860	3,931
Santa Clara.....	9,065	8,566	17,631	9,122	8,298	17,420	8,548	8,112	16,660
Santa Cruz.....	757	732	1,489	806	709	1,515	775	704	1,479
Shasta.....	636	661	1,297	860	708	1,568	696	721	1,417
Sierra.....	24	15	39	26	30	56	22	24	46
Siskiyou.....	281	264	545	366	344	710	371	347	718
Solano.....	1,595	1,508	3,103	1,845	1,553	3,198	1,491	1,381	2,872
Sonoma.....	1,445	1,359	2,804	1,630	1,436	3,066	1,507	1,365	2,872
Stanislaus.....	1,627	1,544	3,171	1,915	1,697	3,612	1,857	1,718	3,575
Sutter.....	300	292	592	429	432	861	400	412	812
Tehama.....	212	224	436	285	265	551	285	274	559
Trinity.....	53	57	110	80	86	166	98	90	188
Tulare.....	1,633	1,595	3,248	2,077	1,800	3,877	1,942	1,755	3,697
Tuolumne.....	131	102	233	142	137	279	149	128	307
Ventura.....	2,639	2,482	5,121	2,612	2,427	5,039	2,425	2,328	4,763
Yolo.....	721	705	1,426	779	679	1,458	707	704	1,411
Yuba.....	436	402	838	522	459	981	484	432	916
Total.....	166,506	159,593	326,099	171,578	159,027	330,606	160,688	151,929	312,617

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade three			Grade four			Grade five		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	8,065	7,806	15,871	7,875	7,594	15,469	7,498	7,093	14,591
Alpine	3	3	6	6	7	13	4	2	6
Amador	82	96	178	98	96	194	92	78	170
Butte	846	800	1,646	836	838	1,674	820	774	1,594
Calaveras	111	109	220	84	90	174	98	92	190
Colusa	110	116	226	111	121	232	114	117	231
Contra Costa	4,944	4,698	9,642	4,830	4,672	9,502	4,802	4,403	9,205
Del Norte	170	172	342	168	192	360	167	146	313
El Dorado	340	353	693	329	335	664	348	358	706
Fresno	4,512	4,077	8,589	4,355	4,024	8,379	3,919	3,918	7,837
Glenn	228	223	451	207	210	417	221	207	428
Humboldt	1,182	1,081	2,263	1,120	1,021	2,141	1,000	965	1,965
Imperial	867	863	1,730	856	751	1,607	779	788	1,567
Inyo	126	121	247	128	143	271	123	116	239
Kern	3,494	3,208	6,702	3,353	3,187	6,540	3,192	3,030	6,222
Kings	641	592	1,233	636	608	1,244	587	540	1,127
Lake	116	129	245	125	130	255	122	104	226
Lassen	173	149	322	159	141	300	145	145	293
Los Angeles	52,643	50,915	103,558	50,368	49,516	99,884	48,637	47,338	95,975
Madera	433	462	895	420	409	829	477	412	889
Marin	1,466	1,413	2,879	1,447	1,332	2,779	1,372	1,282	2,654
Mariposa	52	40	92	43	36	79	38	41	79
Mendocino	573	489	1,062	495	467	962	501	469	970
Merced	1,074	978	2,052	1,026	957	1,983	936	917	1,853
Modoc	75	70	145	89	84	173	78	98	176
Mono	26	29	55	28	23	51	19	26	45
Monterey	1,916	1,871	3,787	1,842	1,752	3,594	1,734	1,698	3,432
Napa	568	535	1,103	563	525	1,088	581	481	1,062
Nevada	170	168	338	157	183	340	152	152	304
Orange	8,949	8,742	17,691	8,680	8,401	17,081	8,222	7,825	16,047
Placer	618	612	1,230	644	555	1,209	582	584	1,166
Plumas	132	112	244	124	107	231	132	128	260
Riverside	3,056	3,022	6,078	3,048	2,951	5,999	2,821	2,852	5,673
Sacramento	5,660	5,464	11,124	5,220	5,114	10,334	4,940	4,725	9,665
San Benito	160	146	306	154	147	301	159	126	285
San Bernardino	5,396	5,136	10,532	4,961	4,975	9,936	4,952	4,911	9,863
San Diego	9,876	9,592	19,468	9,095	9,066	18,161	8,814	8,471	17,285
San Francisco	3,673	3,604	7,477	3,682	3,577	7,259	3,600	3,339	6,939
San Joaquin	2,557	2,311	4,868	2,422	2,376	4,798	2,434	2,285	4,719
San Luis Obispo	840	756	1,596	811	737	1,548	716	675	1,391
San Mateo	4,388	4,186	8,554	4,370	4,249	8,619	4,213	4,001	8,214
Santa Barbara	1,995	1,928	3,923	1,902	1,709	3,811	1,693	1,712	3,402
Santa Clara	7,976	7,562	15,538	7,678	7,349	15,027	7,103	6,918	14,021
Santa Cruz	793	718	1,511	765	713	1,478	765	695	1,460
Shasta	752	660	1,412	717	693	1,410	701	600	1,301
Sierra	22	31	53	23	25	48	23	29	52
Siiskiyou	343	356	699	371	373	744	364	351	715
Solano	1,419	1,360	2,779	1,305	1,293	2,598	1,191	1,154	2,345
Sonoma	1,511	1,410	2,921	1,417	1,394	2,811	1,359	1,334	2,693
Stanislaus	1,721	1,583	3,304	1,614	1,616	3,230	1,621	1,458	3,079
Sutter	417	409	826	380	363	743	378	336	714
Tehama	270	288	558	285	281	566	266	301	567
Trinity	70	89	159	94	74	168	85	81	166
Tulare	1,878	1,794	3,672	1,846	1,677	3,523	1,739	1,638	3,377
Tuolumne	156	133	289	143	139	282	163	114	277
Ventura	2,357	2,199	4,556	2,209	2,047	4,256	2,096	2,048	4,144
Yolo	684	651	1,325	705	631	1,336	646	646	1,292
Yuba	470	403	873	390	376	766	359	354	713
Total	153,325	146,823	300,148	146,809	142,402	289,271	140,693	135,481	276,174

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade six			Grade seven in elementary schools			Grade seven in junior high schools		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	7,372	7,054	14,426	4,408	4,247	8,655	3,033	2,597	5,930
Alpine	6	3	9	3	6	9			
Amador	98	94	192	87	101	188			
Butte	848	758	1,606	412	378	790	411	410	821
Calaveras	116	78	194	99	113	212			
Colusa	108	100	208	53	44	97	77	65	142
Contra Costa	4,452	4,386	8,838	3,114	3,204	2,518	3,395	3,198	6,593
Del Norte	171	173	344	169	174	343			
El Dorado	331	304	635	375	328	703			
Fresno	4,046	3,890	7,936	1,767	1,633	3,400	2,116	2,070	4,186
Glenn	204	186	390	200	180	380			
Humboldt	1,026	958	1,984	659	619	1,278	360	364	724
Imperial	714	692	1,406	735	764	1,499			
Inyo	124	107	231	124	143	267			
Kern	3,168	2,997	6,165	3,049	2,787	5,836	94	76	170
Kings	508	553	1,151	502	531	1,123			
Lake	122	111	233	131	120	251			
Lassen	161	136	297	149	135	284	16	20	36
Los Angeles	46,139	45,508	91,647	14,503	13,787	28,290	33,074	32,266	65,340
Madera	400	397	797	469	413	882			
Marin	1,264	1,203	2,467	1,268	1,201	2,469			
Marietta	35	35	70	35	32	67			
Mendocino	493	496	989	273	234	507	250	210	460
Merced	890	878	1,768	822	748	1,570	173	142	315
Modoc	97	77	174	73	94	167			
Mono	20	24	44	29	31	60			
Monterey	1,702	1,664	3,366	717	631	1,348	966	914	1,880
Napa	543	533	1,076	87	69	156	419	442	861
Nevada	163	166	329	74	68	142	129	88	217
Orange	7,748	7,444	15,192	4,468	4,306	8,774	3,232	3,177	6,400
Placer	604	558	1,162	630	584	1,214			
Plumas	130	102	232				130	112	242
Riverside	2,898	2,753	5,651	587	560	1,147	2,162	2,195	4,357
Sacramento	4,782	4,673	9,455	1,978	1,898	3,876	3,057	2,967	6,024
San Benito	121	116	237	135	118	253			
San Bernardino	4,704	4,567	9,271	1,883	1,794	3,667	2,912	2,777	5,689
San Diego	8,492	8,432	16,924	2,848	2,710	5,558	5,800	5,628	11,428
San Francisco	3,553	3,382	6,935				3,885	3,528	7,413
San Joaquin	2,331	2,189	4,520	1,213	1,178	2,391	1,096	1,088	2,184
San Luis Obispo	691	668	1,359	481	480	961	244	226	470
San Mateo	4,015	3,803	7,908	4,062	3,875	7,937			
Santa Barbara	1,730	1,580	3,310	623	576	1,199	1,017	1,045	2,062
Santa Clara	6,762	6,401	13,163	5,208	5,055	10,263	1,552	1,559	3,111
Santa Cruz	697	707	1,404	435	385	820	301	280	581
Shasta	659	620	1,279	718	637	1,355			
Sierra	30	17	47	4	5	9	14	20	34
Siskiyou	351	367	718	312	300	612	15	15	30
Solano	1,197	1,128	2,325	635	558	1,193	587	573	1,140
Sonoma	1,326	1,343	2,669	423	348	771	963	944	1,907
Stanislaus	1,579	1,446	3,025	1,518	1,532	3,050			
Sutter	357	349	706	367	370	737			
Tehama	291	253	544	284	253	537			
Trinity	73	66	139	76	67	143			
Tulare	1,700	1,616	3,316	1,689	1,553	3,242	98	75	173
Tuolumne	166	120	286	131	142	273			
Ventura	1,973	1,958	3,931	1,364	1,381	2,745	684	666	1,350
Yolo	649	615	1,264	528	487	1,015	114	109	223
Yuba	382	351	733	374	349	723			
Total	135,402	131,275	266,677	65,650	62,306	127,956	72,356	70,146	142,502

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eight in elementary schools			Grade eight in junior high schools			Total, kindergarten through grade eight		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	3,951	3,663	7,614	3,410	3,249	6,659	72,993	69,321	142,314
Alpine	5	2	7				37	36	73
Amador	93	92	185				818	817	1,635
Butte	431	414	845	396	390	786	7,544	7,130	14,674
Calaveras	93	90	183				865	813	1,683
Colusa	58	33	91	74	63	137	1,059	1,004	2,063
Contra Costa	1,233	1,161	2,394	3,249	3,294	6,543	43,686	41,888	85,574
Del Norte	194	156	350				1,660	1,564	3,224
El Dorado	358	314	672				3,090	2,955	6,045
Fresno	1,727	1,598	3,325	2,044	2,090	4,134	36,148	35,978	74,126
Glenn	211	190	401				1,838	1,726	3,564
Humboldt	679	580	1,259	841	355	696	9,822	9,233	19,055
Imperial	715	685	1,400				7,492	7,214	14,706
Inyo	132	113	245				1,137	1,095	2,232
Kern	2,910	2,890	5,800	83	95	178	30,065	28,272	58,337
Kings	575	475	1,050				5,814	5,242	11,056
Lake	155	136	291				1,127	1,042	2,169
Lassen	152	122	274	16	16	32	1,429	1,338	2,767
Los Angeles	14,147	13,598	27,745	32,773	32,114	64,887	466,004	450,680	916,684
Madera	462	413	875				4,030	3,763	7,793
Marin	1,272	1,251	2,523				12,993	12,167	25,160
Mariposa	43	35	78				367	308	675
Mendocino	279	262	541	216	198	414	4,446	4,181	8,627
Merced	798	723	1,521	138	138	276	9,283	8,636	17,919
Madera	61	87	148				680	723	1,403
Mono	17	18	35				194	211	405
Monterey	688	655	1,343	955	926	1,881	16,982	16,265	33,247
Napa	79	68	147	491	482	973	5,134	4,781	9,915
Nevada	66	62	128	116	112	228	1,500	1,393	2,893
Orange	4,420	4,176	8,596	3,133	3,087	6,220	78,938	75,734	154,672
Placer	595	576	1,171				5,653	5,215	10,868
Plumas				105	118	223	1,119	1,010	2,129
Riverside	593	554	1,147	2,195	2,077	4,272	27,860	26,603	54,263
Sacramento	1,945	1,831	3,776	3,071	2,911	5,982	49,049	46,859	95,908
San Benito	145	135	280				1,351	1,196	2,547
San Bernardino	1,788	1,662	3,450	2,919	2,813	5,732	46,681	44,916	91,597
San Diego	2,863	2,657	5,520	5,673	5,448	11,121	86,449	82,927	169,375
San Francisco				3,678	3,558	7,036	34,885	32,921	67,806
San Joaquin	1,214	1,160	2,374	1,064	1,057	2,121	22,058	20,881	42,939
San Luis Obispo	498	434	932	248	247	495	7,023	6,561	13,584
San Mateo	3,959	3,780	7,739				39,616	37,512	77,128
Santa Barbara	579	540	1,119	1,027	1,019	2,046	17,053	16,113	33,166
Santa Clara	4,899	4,626	9,525	1,503	1,499	3,002	69,416	65,945	135,361
Santa Cruz	410	371	781	291	260	551	6,795	6,274	13,069
Shasta	682	632	1,314				6,421	5,932	12,353
Sierra	6	2	8	22	15	37	216	213	429
Siskiyou	327	294	621	17	22	39	3,118	3,033	6,151
Solano	622	562	1,184	632	617	1,249	12,299	11,687	23,986
Sonoma	390	401	791	1,053	903	1,956	13,024	12,237	25,261
Stanislaus	1,562	1,466	3,028				15,014	14,060	29,074
Sutter	350	333	683				3,378	3,296	6,674
Tehama	275	232	507				2,453	2,372	4,825
Trinity	68	72	140				697	682	1,379
Tulare	1,648	1,608	3,256	75	87	132	16,345	15,168	31,513
Tuolumne	163	143	306				1,344	1,188	2,532
Ventura	1,344	1,298	2,642	670	680	1,350	20,373	19,514	39,887
Yolo	530	530	1,060	104	97	201	6,167	5,854	12,021
Yuba	377	370	747				3,794	3,496	7,280
Total	63,836	60,331	124,167	71,782	69,807	141,580	1,348,625	1,289,180	2,637,805

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade nine in junior high schools			Grade nine in four-year high schools			Grade ten		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	3,243	3,268	6,511	3,680	3,544	7,224	6,766	6,582	13,348
Alpine				7	2	9	1	2	3
Amador				84	96	180	93	71	164
Butte	411	437	848	401	383	784	745	743	1,488
Calaveras				108	89	197	77	80	157
Colusa	25	17	42	119	93	212	120	100	229
Contra Costa	1,857	1,818	3,675	2,394	2,301	4,695	4,167	4,168	8,335
Del Norte				179	159	338	132	134	266
El Dorado				331	286	617	282	278	560
Fresno	1,771	1,788	3,559	1,728	1,520	3,248	2,897	2,931	5,828
Glenn				188	188	376	136	157	293
Humboldt	357	360	717	610	582	1,192	836	741	1,577
Imperial				631	632	1,263	545	526	1,071
Inyo				121	121	242	122	100	222
Kern	29	34	63	2,796	2,736	5,532	2,871	2,511	5,082
Kings				551	489	1,040	479	464	943
Lake				151	118	269	125	104	229
Lassen				154	147	301	172	116	288
Los Angeles	31,344	30,645	61,989	14,997	14,241	29,238	42,250	40,457	82,707
Madera				415	330	745	373	302	675
Marin				1,248	1,155	2,403	1,144	1,174	2,318
Mariposa				36	25	61	28	40	68
Mendocino	107	99	206	407	383	790	378	400	778
Merced				997	881	1,878	780	766	1,546
Modoc				73	65	138	54	55	109
Mono				28	15	43	20	15	35
Monterey	1,103	981	2,084	416	379	795	1,221	1,244	2,465
Napa	493	456	949	79	60	139	491	514	1,005
Nevada	195	205	400				164	167	331
Orange	3,059	2,990	6,039	4,319	4,266	8,585	6,501	6,445	12,946
Placer				625	560	1,185	569	492	1,061
Plumas	113	111	224				113	113	226
Riverside	556	568	1,124	2,166	1,982	4,148	2,424	2,334	4,758
Sacramento	2,811	2,757	5,568	2,016	1,771	3,787	4,274	4,150	8,424
San Benito				182	111	283	110	119	229
San Bernardino	2,422	2,281	4,703	2,193	2,056	4,249	4,123	3,958	8,081
San Diego	5,347	5,208	10,555	3,093	2,824	5,917	7,527	7,394	14,921
San Francisco	3,588	3,368	6,956	146	154	300	3,817	3,098	6,915
San Joaquin	1,058	1,028	2,086	1,066	1,019	2,085	1,876	1,915	3,791
San Luis Obispo	273	231	504	417	435	852	598	605	1,203
San Mateo				3,912	3,640	7,552	3,563	3,635	7,198
Santa Barbara	918	882	1,800	651	559	1,210	1,277	1,365	2,742
Santa Clara	1,575	1,388	2,963	4,776	4,518	9,294	5,527	5,501	11,028
Santa Cruz	202	201	403	538	492	1,030	654	651	1,305
Shasta				647	599	1,246	539	544	1,083
Sierra				21	24	45	19	17	36
Siskiyou				307	356	753	309	279	588
Solano	571	562	1,133	626	595	1,221	1,065	1,022	2,087
Sonoma	856	824	1,680	514	493	1,007	1,195	1,153	2,348
Stanislaus				1,556	1,608	3,084	1,287	1,293	2,590
Sutter				360	341	701	307	262	569
Tehama				280	239	519	257	218	475
Trinity				71	70	141	62	56	118
Tulare				1,551	1,437	2,988	1,264	1,248	2,512
Tuolumne				155	140	295	142	111	263
Ventura	474	418	892	1,453	1,362	2,845	1,733	1,619	3,352
Yolo	97	79	176	567	502	1,069	527	553	1,080
Yuba				336	324	660	260	256	516
Total	64,855	62,991	127,846	67,563	63,377	130,940	119,197	115,348	234,545

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade eleven			Grade twelve			Total, grades nine through twelve		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	4,975	4,865	9,840	4,293	4,445	8,738	22,957	22,704	45,661
Alpine.....	3	3	3	3	3	3	14	4	18
Amador.....	74	67	141	70	62	132	321	296	617
Butte.....	606	633	1,239	558	524	1,082	2,721	2,700	5,421
Calaveras.....	59	65	124	63	71	134	307	305	612
Colusa.....	100	71	171	78	66	144	451	347	798
Contra Costa.....	3,165	2,973	6,138	2,672	2,671	5,343	14,255	13,931	28,186
Del Norte.....	105	97	202	88	82	170	504	472	976
El Dorado.....	208	180	388	153	177	330	974	921	1,895
Fresno.....	2,358	2,150	4,508	2,140	2,049	4,189	10,894	10,438	21,332
Glenn.....	152	119	271	146	104	250	622	568	1,190
Humboldt.....	676	630	1,306	615	522	1,137	3,094	2,835	5,929
Imperial.....	459	425	884	372	400	772	2,007	1,983	3,990
Inyo.....	91	61	152	79	79	158	413	361	774
Kern.....	2,096	1,853	3,949	1,701	1,612	3,313	9,193	8,746	17,939
Kings.....	363	366	729	327	334	661	1,720	1,653	3,373
Lake.....	106	76	182	88	85	173	470	383	853
Lassen.....	119	95	214	70	80	150	515	438	953
Los Angeles.....	33,326	31,539	64,865	28,841	28,378	57,219	150,758	145,260	296,018
Madera.....	320	264	584	232	230	462	1,340	1,126	2,466
Marin.....	893	846	1,739	774	795	1,569	4,059	3,970	8,029
Mariposa.....	31	23	54	23	17	40	118	105	223
Mendocino.....	357	323	680	361	318	679	1,610	1,523	3,133
Merced.....	616	627	1,243	600	542	1,142	2,993	2,816	5,809
Modoc.....	53	43	96	48	34	82	228	197	425
Mono.....	10	7	17	10	12	22	68	49	117
Monterey.....	929	896	1,825	797	801	1,598	4,466	4,301	8,767
Napa.....	426	411	837	410	336	746	1,899	1,777	3,676
Nevada.....	153	137	290	126	121	247	638	630	1,268
Orange.....	4,526	4,634	9,460	3,930	3,903	7,833	22,635	22,228	44,863
Placer.....	492	392	884	384	381	765	2,070	1,825	3,895
Plumas.....	103	78	181	86	75	161	415	377	792
Riverside.....	1,902	1,714	3,616	1,702	1,607	3,309	8,750	8,205	16,955
Sacramento.....	3,216	3,098	6,314	2,720	2,598	5,318	15,037	14,374	29,411
San Benito.....	99	88	187	72	78	150	433	396	829
San Bernardino.....	3,282	3,059	6,341	2,678	2,580	5,288	14,698	13,934	28,632
San Diego.....	5,879	5,665	11,542	5,139	4,729	9,868	26,985	25,818	52,803
San Francisco.....	2,743	2,443	5,186	2,402	2,077	4,479	12,696	11,140	23,836
San Joaquin.....	1,616	1,439	3,055	1,419	1,343	2,782	7,035	6,744	13,779
San Luis Obispo.....	498	429	927	441	420	861	2,227	2,120	4,347
San Mateo.....	2,815	2,691	5,506	2,328	2,338	4,666	12,618	12,304	24,922
Santa Barbara.....	1,088	1,004	2,092	921	912	1,833	4,955	4,722	9,677
Santa Clara.....	4,268	4,161	8,429	3,794	3,683	7,477	19,940	19,251	39,191
Santa Cruz.....	521	520	1,041	434	437	871	2,349	2,301	4,650
Shasta.....	454	403	857	416	350	766	2,056	1,896	3,952
Sierra.....	15	18	33	21	16	37	76	75	151
Siskiyou.....	282	233	515	244	215	459	1,232	1,083	2,315
Solano.....	827	807	1,634	655	743	1,398	3,744	3,729	7,473
Sonoma.....	954	937	1,891	827	785	1,612	4,346	4,192	8,538
Stanislaus.....	1,058	1,123	2,181	942	913	1,855	4,843	4,837	9,680
Sierra.....	247	240	487	232	234	466	1,146	1,077	2,223
Tehama.....	203	177	380	182	180	362	922	814	1,736
Trinity.....	56	36	92	48	46	94	237	208	445
Tulare.....	1,076	1,058	2,134	1,023	929	1,952	4,914	4,672	9,586
Tuolumne.....	111	111	222	104	99	203	512	461	973
Ventura.....	1,299	1,133	2,432	1,083	1,005	2,088	6,072	5,534	11,606
Yolo.....	405	407	812	355	301	656	1,951	1,842	3,793
Yuba.....	183	161	344	158	156	314	937	897	1,834
Total.....	93,347	88,099	181,446	80,478	78,080	158,558	425,440	407,895	833,335

TABLE 3—Continued
GRADED ENROLLMENT, BY COUNTIES

County	Grade thirteen						Grade fourteen					
	Full-time			Part-time			Full-time			Part-time		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	1,562	897	2,459	977	709	1,686	556	353	909	279	169	448
Alpine.....												
Amador.....												
Butte.....												
Calaveras.....												
Colusa.....												
Contra Costa.....	1,212	739	1,951	620	369	989	616	326	942	173	84	257
Del Norte.....												
El Dorado.....												
Fresno.....	1,261	744	2,005	627	272	899	703	277	980	209	76	285
Glenn.....												
Humboldt.....												
Imperial.....	120	86	206	27	32	59	75	56	131	27	13	40
Inyo.....												
Kern.....	1,061	648	1,709	219	233	452	534	300	834	225	180	414
Kings.....												
Lake.....	68	10	78	17	17	34	42	8	50	18	11	29
Lassen.....	15,586	9,330	24,916	9,886	7,085	16,971	9,686	4,761	14,447	3,713	1,968	5,681
Madera.....												
Marin.....	351	228	579	133	87	220	157	98	255	54	44	98
Mariposa.....												
Mendocino.....												
Merced.....												
Modoc.....												
Mono.....												
Monterey.....	626	423	1,049	246	126	372	326	207	533	80	30	110
Napa.....	174	86	260	111	64	175	131	44	175	37	25	62
Nevada.....												
Orange.....	2,485	1,541	4,026	1,303	666	1,969	1,398	760	2,158	450	259	709
Placer.....	290	189	479	28	19	47	179	85	264	15	6	21
Plumas.....												
Riverside.....	676	549	1,225	21	10	31	357	214	571	4	1	5
Sacramento.....	1,196	686	1,882	895	467	1,362	718	352	1,070	515	194	709
San Benito.....	48	22	70	1		1	40	19	59	2	2	4
San Bernardino.....	1,276	831	2,107	875	589	1,464	758	446	1,204	318	234	552
San Diego.....	1,773	910	2,683	1,914	855	2,769	972	354	1,326	402	171	573
San Francisco.....	1,632	883	2,515	601	495	1,096	1,197	491	1,688	371	173	544
San Joaquin.....	643	482	1,125	233	144	377	417	228	645	83	54	137
San Luis Obispo.....												
San Mateo.....	897	656	1,553	318	169	487	493	233	726	187	69	256
Santa Barbara.....	376	245	621	274	114	388	282	117	399	108	48	156
Santa Clara.....	1,315	725	2,040	1,597	720	2,317	734	352	1,086	561	226	787
Santa Cruz.....	194	111	305	77	46	123	128	73	201	41	28	69
Shasta.....	325	240	565	50	23	73	180	114	303	39	9	48
Sierra.....												
Siskiyou.....	64	33	97	7	5	12	54	27	81	8	4	12
Solano.....	182	174	356	448	105	553	98	56	154	121	33	154
Sonoma.....	475	390	865	300	193	493	299	210	509	97	58	155
Stanislaus.....	412	389	801	392	192	584	311	195	506	377	144	521
Sutter.....												
Tehama.....												
Trinity.....												
Tulare.....	625	443	1,068	32	31	63	383	254	637	34	12	46
Tuolumne.....												
Ventura.....	458	302	760	337	126	463	318	149	467	123	57	180
Yolo.....	326	289	595	178	74	252	237	118	355	21	24	45
Total.....	37,689	23,261	60,950	22,744	14,037	36,781	22,388	11,277	33,665	8,692	4,415	13,107

TABLE 3—Concluded
GRADED ENROLLMENT, BY COUNTIES

County	Total, grades thirteen and fourteen					
	Full-time			Part-time		
	Male	Female	Total	Male	Female	Total
Alameda	2,118	1,250	3,368	1,256	878	2,134
Alpine						
Amador						
Butte						
Calaveras						
Colusa						
Contra Costa	1,828	1,065	2,893	793	453	1,246
Del Norte						
El Dorado						
Fresno	1,964	1,021	2,985	836	348	1,184
Glenn						
Humboldt						
Imperial	195	142	337	54	45	99
Inyo						
Kern	1,595	948	2,543	444	422	866
Kings						
Lake						
Lassen	110	18	128	35	28	63
Los Angeles	25,272	14,091	39,363	13,599	9,053	22,652
Madera						
Marin	508	326	834	187	131	318
Mariposa						
Mendocino						
Merced						
Modoc						
Mono						
Monterey	952	630	1,582	326	156	482
Napa	305	130	435	148	89	237
Nevada						
Orange	3,883	2,301	6,184	1,753	925	2,678
Placer	469	274	743	43	25	68
Plumas						
Riverside	1,033	763	1,796	25	11	36
Sacramento	1,914	1,038	2,952	1,410	661	2,071
San Benito	88	41	129	3	2	5
San Bernardino	2,034	1,277	3,311	1,193	823	2,016
San Diego	2,745	1,264	4,009	2,316	1,026	3,342
San Francisco	2,829	1,374	4,203	972	668	1,640
San Joaquin	1,060	710	1,770	316	198	514
San Luis Obispo						
San Mateo	1,300	889	2,279	505	238	743
Santa Barbara	658	362	1,020	382	162	544
Santa Clara	2,049	1,077	3,126	2,158	946	3,104
Santa Cruz	322	184	506	118	74	192
Shasta	514	354	868	89	32	121
Sierra						
Siskiyou	118	60	178	15	9	24
Solano	280	230	510	569	138	707
Sonoma	774	600	1,374	397	251	648
Stanislaus	723	594	1,307	769	336	1,106
Sutter						
Tehama						
Trinity						
Tulare	1,008	697	1,705	66	43	109
Tuolumne						
Ventura	776	451	1,227	460	183	643
Yolo						
Yuba	563	387	950	199	98	297
Total	60,077	34,538	94,615	31,436	18,452	49,888

TABLE 4
TOTAL GRADED ENROLLMENT BY COUNTIES, WITH PERCENT OF
INCREASE OR DECREASE SINCE MARCH 31, 1961

County	Total enrollment, kindergarten and grades one through fourteen, March 31, 1962			Increase or decrease between March 31, 1961 and March 31, 1962	
	Male	Female	Total	Number	Percent
Alameda.....	99,324	94,153	193,477	5,039	4.8
Alpine.....	51	40	91	27	42.2
Amador.....	1,139	1,113	2,252	59	4.1
Butte.....	10,265	9,830	20,095	1,323	7.0
Calaveras.....	1,172	1,123	2,295	59	2.6
Colusa.....	1,510	1,351	2,861	-112	-3.8
Contra Costa.....	60,582	57,337	117,899	4,903	4.3
Del Norte.....	2,184	2,036	4,200	-2	
El Dorado.....	4,064	3,876	7,940	742	10.3
Fresno.....	51,842	47,785	99,627	3,316	3.4
Glenn.....	2,460	2,294	4,754	312	7.0
Humboldt.....	12,916	12,068	24,984	555	2.3
Imperial.....	9,748	9,384	19,132	935	5.1
Inyo.....	1,550	1,456	3,006	93	3.2
Kern.....	41,297	38,388	79,685	1,598	2.0
Kings.....	7,534	6,895	14,429	1,475	11.4
Lake.....	1,597	1,425	3,022	155	5.4
Lassen.....	2,089	1,822	3,911	150	4.0
Los Angeles.....	655,633	619,084	1,274,717	48,500	4.0
Madera.....	5,370	4,889	10,259	-89	-.9
Marin.....	17,747	16,594	34,341	2,718	8.6
Marysville.....	485	413	898	-63	-8.6
Mendocino.....	6,056	5,704	11,760	22	.2
Merced.....	12,276	11,452	23,728	813	3.5
Mendo.....	908	920	1,828	-40	-2.1
Mono.....	262	260	522	48	10.1
Monterey.....	22,726	21,352	44,078	2,363	5.7
Napa.....	7,486	6,777	14,263	684	5.0
Nevada.....	2,138	2,023	4,161	197	5.0
Orange.....	107,209	101,188	208,397	22,631	12.2
Placer.....	8,235	7,339	15,574	1,009	6.9
Plumas.....	1,634	1,387	2,021	59	2.1
Riverside.....	37,468	35,582	73,050	4,493	6.6
Sacramento.....	67,410	62,932	130,342	7,458	6.1
San Benito.....	1,875	1,638	3,510	109	3.2
San Bernardino.....	64,606	60,950	125,556	5,912	4.9
San Diego.....	118,494	111,035	229,529	13,078	6.0
San Francisco.....	51,382	46,103	97,485	1,539	1.6
San Joaquin.....	30,469	28,533	59,002	1,482	2.6
San Luis Obispo.....	9,250	8,681	17,931	1,240	7.4
San Mateo.....	54,129	50,943	105,072	4,192	4.2
Santa Barbara.....	23,048	21,359	44,407	5,527	14.2
Santa Clara.....	93,563	87,219	180,782	15,623	9.5
Santa Cruz.....	9,584	8,833	18,417	1,354	7.9
Shasta.....	9,080	8,214	17,294	843	5.1
Sierra.....	292	288	580	-9	-1.5
Siskiyou.....	4,483	4,185	8,668	133	1.6
Solano.....	16,892	15,784	32,676	1,726	5.6
Sonoma.....	18,541	17,280	35,821	1,928	5.7
Stanislaus.....	21,349	19,817	41,166	1,175	2.9
Sutter.....	4,524	4,373	8,897	446	5.3
Tehama.....	3,375	3,186	6,561	289	4.1
Trinity.....	934	890	1,824	-53	-2.8
Tulare.....	22,333	20,580	42,913	843	.8
Tuolumne.....	1,856	1,649	3,505	233	7.1
Ventura.....	27,681	25,682	53,363	5,730	12.1
Yolo.....	8,118	7,696	15,814	709	5.1
Yuba.....	5,493	4,878	10,371	1,040	11.1
Total.....	1,855,575	1,750,065	3,615,643	170,988	5.2

TABLE 5
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Ungraded pupils in elementary schools			Special day and evening classes in elementary schools		
	Male	Female	Total	Male	Female	Total
Alameda.....						
Alpine.....						
Amador.....						
Butte.....						
Calaveras.....						
Colusa.....						
Contra Costa.....	6		6			
Del Norte.....						
El Dorado.....						
Fresno.....						
Glenn.....						
Humboldt.....						
Imperial.....						
Inyo.....						
Kern.....						
Kings.....						
Lake.....						
Lassen.....						
Los Angeles.....	819	148	967			
Madera.....						
Marin.....	5	8	13			
Mariposa.....						
Mendocino.....						
Merced.....						
Modoc.....						
Mono.....						
Monterey.....						
Napa.....						
Nevada.....						
Orange.....						
Placer.....						
Plumas.....						
Riverside.....						
Sacramento.....						
San Benito.....						
San Bernardino.....						
San Diego.....	599	236	835			
San Francisco.....						
San Joaquin.....						
San Luis Obispo.....						
San Mateo.....						
Santa Barbara.....						
Santa Clara.....						
Santa Cruz.....						
Shasta.....						
Sierra.....						
Siskiyou.....						
Solano.....						
Sonoma.....						
Stanislaus.....						
Sutter.....						
Tehama.....						
Trinity.....						
Tulare.....	8	3	11			
Tuolumne.....						
Ventura.....	23	33	56			
Yolo.....						
Yuba.....						
Total.....	1,460	430	1,890	13	9	22

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for physically handicapped minors								
	Elementary schools			Grades seven and eight in junior high schools			High school level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	214	181	395	11	7	18	74	102	176
Alpine.....									
Amador.....	13	12	25		2	2		2	2
Butte.....									
Calaveras.....									
Colusa.....		2	2						
Contra Costa.....	65	50	115	4	9	13	8	13	21
Del Norte.....		1	1						
El Dorado.....	1		1						
Fresno.....	91	77	168	17	18	35	22	43	65
Glenn.....									
Humboldt.....	5	9	14				1	1	2
Imperial.....	31	20	51				2	4	6
Inyo.....	3	2	5				5	2	7
Kern.....	78	80	158				19	9	28
Kings.....	16	7	23						
Lake.....									
Lassen.....	2	1	3						
Los Angeles.....	2,145	1,649	3,794	150	165	315	637	802	1,529
Madera.....	2	5	7						
Marin.....	39	25	64				1	14	15
Marietta.....									
Mendocino.....									
Merced.....	21	20	41				2	9	11
Mendo.....									
Mono.....									
Monterey.....	18	8	26						
Napa.....	3	4	7	8	1	4	2	2	4
Nevada.....	1	1	2		2	2	1	5	6
Orange.....	301	233	534	29	17	46	71	85	156
Placer.....	5	2	7				1	2	3
Plumas.....									
Riverside.....	55	42	100	5	3	8	5	15	20
Sacramento.....	177	140	317	15	19	34	30	71	101
San Benito.....									
San Bernardino.....	143	98	241	27	28	55	38	70	108
San Diego.....	251	200	451	16	15	31	37	68	95
San Francisco.....	276	177	453	48	56	104	80	220	300
San Joaquin.....	74	66	140	2	2	4	4	14	18
San Luis Obispo.....	17	7	24					3	3
San Mateo.....	89	65	154				3	12	15
Santa Barbara.....	23	20	53	2	2	4	5	7	12
Santa Clara.....	155	131	286	5	15	20	37	42	79
Santa Cruz.....	20	18	38						
Shasta.....	14	14	28						
Sierra.....		1	1		1	1			
Siskiyou.....		2	2						
Solano.....	13	14	27						
Sonoma.....	23	25	48						
Stanislaus.....	59	46	105						
Sutter.....	3	1	4				1	1	2
Tehama.....									
Trinity.....	53	47	99				25	24	49
Tulare.....									
Tuolumne.....									
Ventura.....	42	34	76	1		1	7	20	27
Yolo.....	6	6	12					3	3
Yuba.....	4	8	12						
Total.....	4,563	3,551	8,114	335	363	698	1,128	1,767	2,895

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Special classes for mentally retarded minors											
	Elementary schools			Grades seven and eight in junior high schools			High school level			Male	Female	Total
	Male	Female	Total	Male	Female	Total	Male	Female	Total			
Alameda	877	619	1,496	265	184	449	461	292	753			
Alpine												
Amador	18	16	34							13	8	21
Butte	88	48	136	13	10	23	21	17	38			
Calaveras	9	4	13									
Colusa	19	13	32									
Contra Costa	390	254	644	104	64	168	73	38	111			
Del Norte												
El Dorado	53	23	56							9	3	12
Fresno	354	230	584	83	54	136	93	52	144			
Glenn	11	13	24									
Humboldt	95	50	145	7	10	17	31	15	46			
Imperial	124	62	176				10	4	14			
Inyo	21	7	28									
Kern	487	307	794							118	66	184
Kings	163	103	266							15	11	26
Lake	6	4	10									
Lassen	8	6	14									
Los Angeles	8,527	5,715	14,242	1,268	869	2,137	1,543	986	2,529			
Madera	48	28	76							6	7	13
Marin	88	53	141							17	12	29
Marijuana												
Mendocino	41	25	66							8	6	14
Mered	164	134	298	9	3	12	53	38	90			
Modoc	15	7	22									
Mono												
Monterey	217	157	374	26	21	47	30	16	55			
Napa	61	41	102	16	8	24	14	5	19			
Nevada	23	12	35				9	6	15			
Orange	824	582	1,406	63	46	109	300	197	497			
Placer	68	42	110							33	28	61
Plumas	7	1	8									
Riverside	376	307	683	81	75	156	120	78	198			
Sacramento	704	518	1,222	157	102	259	228	152	380			
San Benito	28	21	49				14	16	30			
San Bernardino	732	539	1,271	196	114	310	258	193	451			
San Diego	1,552	1,083	2,635	400	318	727	397	281	678			
San Francisco	352	294	646	195	171	366	312	246	558			
San Joaquin	269	202	471	59	60	119	110	74	184			
San Luis Obispo	100	44	144	9	5	14	28	13	41			
San Mateo	272	177	449							70	48	118
Santa Barbara	164	90	254	46	38	84	39	37	76			
Santa Clara	763	516	1,279	24	19	43	158	108	266			
Santa Cruz	131	80	211	12	7	19	33	38	71			
Shasta	62	36	98				19	12	31			
Sierra												
Siskiyou	4	4	8									
Solano	107	69	176	25	9	34	11	4	15			
Sonoma	121	89	210	13	19	32	53	29	82			
Stanislaus	342	206	548				112	58	170			
Sutter	23	20	53							10	8	18
Tehama	27	10	37									
Trinity												
Tulare	325	205	530							60	46	106
Tuolumne	7	8	15									
Ventura	319	214	533	39	27	66	101	61	162			
Yolo	84	49	133	4	1	5	35	22	57			
Yuba	67	35	102									
Total	19,717	13,362	33,079	3,123	2,234	5,356	5,032	3,333	8,355			

TABLE 5—Continued
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Compulsory continuation classes			Special pupils					
				High school level			Junior college level		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda.....	99	72	171		1	1	91	61	152
Alpine.....									
Amador.....									
Butte.....									
Calaveras.....									
Colusa.....				1		1			
Contra Costa.....	125	111	236	2		2	121	65	186
Del Norte.....									
El Dorado.....							55	54	109
Fresno.....	170	85	255						
Glenn.....									
Humboldt.....				164	166	330			
Imperial.....				1	1	1	32	59	91
Inyo.....									
Kern.....	7	5	12	118	13	131	31	38	69
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	1,448	685	2,133	1,185	1,088	2,273	3,032	2,604	5,636
Madera.....									
Marin.....				2	2	4	209	167	376
Mariposa.....									
Mendocino.....									
Merced.....									
Modoc.....					1	1			
Mono.....									
Monterey.....							86	61	147
Napa.....							22	11	33
Nevada.....									
Orange.....				229	146	375	652	369	1,021
Placer.....				27	27	54	15	22	37
Plumas.....									
Riverside.....	2	3	5						
Sacramento.....	62	26	88						
San Benito.....							884	624	1,508
San Bernardino.....	40	12	52	928	1,116	2,044	287	205	492
San Diego.....	672	236	908	2,864	3,425	6,289	159	101	260
San Francisco.....	264	167	431				74	38	112
San Joaquin.....	19	11	30	5	8	13	120	102	222
San Luis Obispo.....				2	2	2			
San Mateo.....	69	34	103						
Santa Barbara.....				1		1	643	425	1,068
Santa Clara.....	17	3	20	733	902	1,725	70	47	117
Santa Cruz.....	2		2				108	221	329
Shasta.....							5	2	7
Sierra.....							277	256	533
Siskiyou.....									
Solano.....				1	4	5	202	224	426
Sonoma.....							28	46	74
Stanislaus.....					2	2	441	328	769
Sutter.....									
Tehama.....									
Trinity.....									
Tulare.....				59	1	60	31	45	76
Tuolumne.....									
Ventura.....	25	12	37	3	3	6	50	107	157
Yolo.....							57	14	71
Yuba.....									
Total.....	3,021	1,462	4,483	6,322	6,998	13,320	8,370	6,636	15,006

TABLE 5—Concluded
ENROLLMENT IN SPECIAL CLASSES, BY COUNTIES

County	Adults						Total enrollment in special classes and for adults		
	High school level			Junior college level					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Alameda	8,211	13,301	21,512	2,512	851	3,363	12,815	15,671	28,486
Alpine	3	21	24				34	45	79
Amador	518	824	1,342				653	915	1,568
Butte							9	4	13
Calaveras									
Colusa	26	11	37				46	26	72
Contra Costa	2,312	4,655	6,867	2,593	1,250	3,843	5,801	6,409	12,210
Del Norte	82	67	119				54	68	122
El Dorado	278	491	769				321	517	838
Fresno	2,324	3,810	6,134	1,887	983	2,870	5,094	5,406	10,500
Glenn	19	40	68				31	63	94
Humboldt	714	1,237	1,951				1,018	1,491	2,509
Imperial	220	411	631	199	191	390	622	744	1,366
Inyo	23	111	134				47	120	167
Kern	3,086	5,602	8,688	1,248	905	2,153	5,192	7,025	12,217
Kings	240	451	691				434	572	1,006
Lake	22	43	65				28	47	75
Lassen	62	40	102	27	45	73	102	95	197
Los Angeles	52,080	92,527	144,607	46,206	37,627	83,833	119,040	144,555	263,995
Madera	87	133	220				143	173	316
Marin	464	671	1,135	788	1,540	2,328	1,613	2,492	4,105
Mariposa	7	9	16				7	9	16
Mendocino	18	100	118				67	131	198
Mercer	527	514	1,041				765	718	1,483
Modoc	23	12	35				38	20	58
Mono									
Monterey	1,143	2,307	3,450	1,402	878	2,280	2,981	3,448	6,379
Napa				390	474	864	511	546	1,057
Nevada							34	26	60
Orange	1,771	2,710	4,481	7,932	6,486	14,418	12,172	10,871	23,043
Placer	163	475	638	99	79	178	411	677	1,088
Plumas	44	21	65				51	22	73
Riverside	1,447	2,067	3,514	412	671	1,083	3,390	3,885	7,275
Sacramento	1,756	3,757	5,513	3,854	1,901	5,255	7,004	6,964	13,963
San Benito				67	82	149	112	128	240
San Bernardino	2,884	5,330	8,214	4,931	3,528	8,459	10,464	11,233	21,697
San Diego	6,790	14,992	21,782	6,676	2,471	9,147	20,422	23,416	43,838
San Francisco	12,824	10,379	20,203	806	533	1,341	15,231	18,283	33,514
San Joaquin	72	200	272	1,141	1,155	2,296	1,875	1,894	3,769
San Luis Obispo	983	1,355	2,338				1,137	1,429	2,566
San Mateo	3,802	7,028	10,830	2,885	3,037	5,892	7,803	10,826	18,629
Santa Barbara	209	344	553	2,242	3,395	5,637	2,823	3,985	6,808
Santa Clara	6,857	12,637	19,494	5,562	4,377	9,939	14,419	19,063	33,482
Santa Cruz	1,036	1,373	2,409	189	163	352	1,428	1,681	3,109
Shasta	20	15	35	369	457	826	761	796	1,557
Sierra								2	2
Siskiyou				339	516	855	404	577	981
Solano	272	386	658	1,487	874	2,361	2,118	1,564	3,682
Sonoma	1,199	1,801	3,000	1,283	1,683	2,966	2,722	3,695	6,417
Stanislaus	303	407	710	2,229	2,476	4,705	3,494	3,533	7,027
Sutter							47	30	77
Tehama	107	128	235				134	138	272
Trinity	10	12	31				19	12	31
Tulare	988	1,198	2,186	788	759	1,547	2,336	2,330	4,666
Tuolumne	92	98	190				99	106	205
Ventura	1,336	1,926	3,262	1,760	1,667	3,427	3,703	4,101	7,804
Yolo	225	264	489				357	348	705
Yuba				521	892	913	649	449	1,098
Total	117,658	202,180	319,838	102,204	81,449	183,743	273,035	323,774	596,809

TABLE 6
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in elementary schools								Total, one through eight
	One	Two	Three	Four	Five	Six	Seven	Eight	
Alameda.....	499	478	176						1,153
Alpine.....	59								59
Amador.....	59								59
Butte.....	476	357	120						953
Calaveras.....									
Colusa.....									
Contra Costa.....	487								487
Del Norte.....	74	66	59						199
El Dorado.....	79	80	71	88					318
Fresno.....	408	326							734
Glenn.....									
Humboldt.....	507	53							560
Imperial.....	30								30
Inyo.....									
Kern.....	88								88
Kings.....									
Lake.....									
Lassen.....									
Los Angeles.....	12,157	5,761	1,960	669	625	410			21,582
Madera.....									
Marin.....	113								113
Marijuana.....									
Mendocino.....	39	40		118					79
Merced.....									118
Modoc.....									
Mono.....									
Monterey.....	276	235	136						647
Napa.....									
Nevada.....									
Orange.....	2,002	1,613	1,106	517	383	206			5,827
Placer.....	54	38	35						127
Plumas.....									
Riverside.....	416	337	79						832
Sacramento.....	751	362	184	76	141				1,700
San Benito.....									
San Bernardino.....	503	964	744						2,211
San Diego.....	454	400							854
San Francisco.....									
San Joaquin.....	34								34
San Luis Obispo.....									260
San Mateo.....		99	686						785
Santa Barbara.....	775	228	95	70					1,168
Santa Clara.....	1,075	652	133						1,920
Santa Cruz.....									
Shasta.....	143	81							224
Sierra.....									
Siskiyou.....									
Solano.....									
Sonoma.....	8	11							19
Stanislaus.....	401	437							838
Sutter.....	43	42	14						99
Tehama.....									
Trinity.....									
Tulare.....	3	2	4	5	3	2	4	1	24
Tuolumne.....									
Ventura.....	827	347	136						820
Yolo.....									
Yuba.....	172								172
Total.....	22,463	13,009	5,856	1,425	1,273	817	94	97	45,034

TABLE 6—Concluded
ENROLLMENT ON HALF-DAY SESSIONS, BY COUNTIES

County	Grades in high schools								Total, one through twelve	
	Junior high school			Nine	Ten	Eleven	Twelve	Total, seven through twelve		
	Seven	Eight	Nine							
Alameda.....									1,153	
Alpine.....									59	
Amador.....									1,017	
Butte.....	194	163	179		162	142	124	964		
Calaveras.....										
Colusa.....										
Contra Costa.....									487	
Del Norte.....									199	
El Dorado.....									318	
Freano.....									734	
Glen.....										
Humboldt.....									560	
Imperial.....									30	
Inyo.....									88	
Kern.....										
Kings.....										
Lake.....										
Lassen.....										
Los Angeles.....									21,582	
Madera.....										
Marin.....									113	
Mariopos.....									79	
Mendocino.....									118	
Mered.....										
Modoc.....										
Mono.....										
Monterey.....									647	
Napa.....										
Nevada.....										
Orange.....	714							714	6,541	
Placer.....									127	
Plumas.....									832	
Riverside.....									1,700	
Sacramento.....										
San Benito.....										
San Bernardino.....									2,211	
San Diego.....									854	
San Francisco.....									34	
San Joquin.....									260	
San Luis Obispo.....										
San Mateo.....	416	387	381		517	333	324	2,358	755	
Santa Barbara.....									3,526	
Santa Clara.....									1,920	
Santa Cruz.....									224	
Shasta.....										
Sierra.....										
Siskiyou.....									19	
Solano.....									838	
Sonoma.....										
Stanislaus.....										
Sutter.....									99	
Tehama.....										
Trinity.....										
Tulare.....									24	
Tuolumne.....										
Ventura.....									820	
Yolo.....									172	
Yuba.....										
Total.....	1,324	550	560		679	475	448	4,036	49,070	

Departmental Communications

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

ELLEN BRENNAN was appointed Supervising Teacher-Counselor for the Blind, Field Rehabilitation Services for the Blind, Division of Special Schools and Services, April 1, 1962. Miss Brennan, who has been Assistant Supervising Teacher-Counselor for the blind in Northern California since 1960, has been with the Department since 1946, when she was an instructor in the sheltered workshop for the blind in Sacramento, and gave similar instruction in the areas of Stockton and Modesto. From 1951 to 1960 she worked as a Home Teacher-Counselor for the Blind, with full-time assignments in Sacramento, Placer, Sutter, and Yuba counties, and periodic assignments in other Northern California counties. Miss Brennan received her bachelor of arts degree from San Jose State College in 1946.

ALBERTA HOUK was appointed Assistant Supervising Teacher-Counselor for the Blind, Field Rehabilitation Services for the Blind, Division of Special Schools and Services, May 1, 1962. Mrs. Houk's headquarters will be in San Francisco, and she will supervise the activities of the ten home teacher-counselors for the blind assigned to Northern California. Mrs. Houk has been working in Merced, Madera, Mariposa, and Fresno counties as a home teacher-counselor for the blind since 1953, and she has also had wide experience in working with adults who are both deaf and blind. She was Supervisor of Blind Aid in the Merced County Welfare Department from 1950 to 1953. A graduate of the University of California School of Nursing, Mrs. Houk also studied at Fresno State College.

H. RICHARD SHIPP was appointed Field Representative, Department of Education, with the Division of Departmental Administration, May 14, 1962. Prior to his service with the Department of Education as Special Investigator since 1960, he was an agent for the Department of Alcoholic Beverage Control. He is a graduate of Grant Union High School and Grant Technical College, and received his bachelor of arts degree in law enforcement and public administration at Sacramento State College in 1958.

REGULATIONS ADOPTED BY SUPERINTENDENT OF PUBLIC INSTRUCTION

School District Contracts with the Federal Government. The Superintendent of Public Instruction, acting under the authority of Education Code Sections 254 and 255, amended Section 76 of Title 5 of the California Administrative Code, relating to school district contracts with the federal government, and adopted these as emergency regulations to read as follows (effective May 14, 1962).

76. Contracts with Federal Agency for Apportioning Funds for Various School Purposes. The governing board of a school district shall not execute or complete any contract, agreement, or arrangement with any agency of the Federal Government for providing or receiving services, supplies, or equipment or for any loan, advance, or apportionment of money to expend for any school purposes until such contract, agreement, or arrangement has received the approval of the Superintendent of Public Instruction. Approval will be designated by the signature of the State Superintendent of Public Instruction, or his authorized agent, on or attached to the documents by means of which such contract, agreement, or arrangement is being executed.

The governing board of a school district shall submit copies of any contract, agreement, or arrangement being negotiated with any federal agency in sufficient numbers to allow one copy to be retained by the Superintendent of Public Instruction.

Approval shall be given by the Superintendent of Public Instruction whenever he determines to his satisfaction that the contract, agreement, or arrangement is to be carried out in compliance with all existing applicable state laws and regulations.

When a school district has complied with Section 75 of this title, where applicable, and with Articles 1 through 4 of Chapter 2 of Division 11 of the Education Code, this Section 76 shall not apply to a contract or indenture entered into pursuant to the The Junior College Revenue Bond Act of 1961.

Child Care Centers. The Superintendent of Public Instruction, acting under the authority of Article 1 of Chapter 5 of Division 12 of the Education Code, repealed the heading of Article 16, repealed Sections 138.2 through 138.5, amended and renumbered Sections 137 through 138.1, renumbered Article 16.1, and added an article heading preceding Section 138.6 of Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to child care centers, effective July 1, 1962.

County School Service Funds. The Superintendent of Public Instruction, acting under the authority of Education Code Section 18351, amended Sections 1509-1513, 1516, 1525, 1528, 1530, 1531-1536 of, repealed Sections 1514, 1515, 1529, 1537, 1538 of, and added Article 10 (Sections 1540-1546) to Subchapter 7 of Chapter 1 of Title 5 of the California Administrative Code, relating to county school service funds, effective May 18, 1962.

NOTE: The complete text of the added, amended, and renumbered articles and sections of Title 5 of the California Administrative Code noted above will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

For Your Information

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular meeting held at Hayward, May 10, 11, and 12, 1962.

Approval of Appointments and Reappointments to Accreditation Committee

In accordance with Education Code Section 13101, and upon recommendation of the Director of Education Roy E. Simpson, the Board approved the appointment and reappointment of the following members of the Accreditation Committee:

William B. Brown, Associate Superintendent of Schools, Los Angeles, representing the public schools, for a five-year term until June 30, 1967
Father Paul J. Harney, Academic Vice-President, University of San Francisco, representing a private university, for a five-year term until June 30, 1967
Wallace W. Hall, Associate Superintendent of Public Instruction; and Chief, Division of Higher Education, State Department of Education, representing the State Department of Education

James C. Stone, Director of Teacher Education, University of California, Berkeley, vice Dean William A. Brownell, resigned, representing the University of California, Berkeley, for the remainder of the term until June 30, 1964

Approval of Organizations for School District Membership

In accordance with Education Code Section 1131, the Board approved the following organizations for which membership may be paid from funds of school districts and/or offices of county superintendents of schools for the school years designated, subject, however, to the organization notifying the Department of Education immediately, whenever there is a change in the bylaws, charter, constitution, or purposes of the organization, and subject further to withdrawal of approval by the State Board of Education at its discretion.

Approved for membership by schools and by county superintendents of schools, 1962-63, 1963-64, 1964-65

Audio-Visual Education Association of California

President: Robert C. Gerletti (Los Angeles County Schools)

Secretary: Charles Betts (Alhambra City Schools)

Executive Secretary: Gladys Rohrbough

Headquarters address: 801 South Lorena Street, Los Angeles 23, California

California Association for Childhood Education

President: Madge B. Martin

Secretary: Anne M. Jones

Headquarters address: 700 East 24th Street, Oakland 6, California

California Association of School Administrators

President: Richard M. Clowes, Associate Superintendent of Public Instruction, State Department of Education, Sacramento, California

Executive Secretary: James H. Corson, 1705 Murchison Drive, Burlingame, California

Headquarters address: 1705 Murchison Drive, Burlingame, California

California Association of Secondary School Administrators

President: Ernest A. Payne*Executive Secretary:* William N. McGowan*Headquarters address:* 1705 Murchison Drive, Burlingame, California

California Elementary School Administrators Association

President: Oden W. Hansen, 1585 J Street, Arcata, California*Executive Secretary:* Dan T. Dawson*Headquarters address:* 1705 Murchison Drive, Burlingame, California

California School Health Association, Inc.

President: James A. Fikes*Secretary:* Cecile L. Marshall*Headquarters address:* 3677 North 8th Street, Fresno 3, California

Department of Audio-Visual Instruction of the National Education Association of the United States

President: Clyde K. Miller*Executive Secretary:* Anna L. Hyer*Assistant Executive Secretary:* Robert C. Snider*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D.C.

Department of Elementary School Principals of the National Education Association

President: Martin C. Tate*Executive Secretary:* Robert W. Eaves*Business Manager:* Margaret L. Bishop*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D.C.

National Association of Secondary-School Principals

President: Eugene S. Thomas*Executive Secretary:* Ellsworth Tompkins*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D.C.

Southern California Junior College Association

President: James Duncan*Secretary:* Max Bell*Executive Secretary:* Jack Martin*Headquarters address:* El Camino College, El Camino, California

Western Personnel Institute

President: George D. Jagels*Secretary:* Mrs. Homer D. Crotty*Executive Director:* Helen Fisk*Headquarters address:* 1136 Steuben Street, Pasadena, California*Approved for membership by county superintendents of schools, 1962-63, 1963-64,
1964-65*

American Association of School Administrators

President: Irby B. Carruth*Executive Secretary:* Finis E. Engleman*Headquarters address:* 1201 Sixteenth Street, N.W., Washington 6, D.C.*Approved for membership by schools, 1961-62, 1962-63, 1963-64 **

College Entrance Examination Board—Western Regional Office

President (Acting): Edward S. Noyes*Secretary:* Mrs. Samuel Gise*Western Regional Director:* T. Leslie MacMitchell*Headquarters address:* 703 Welch Road, Palo Alto, California**Adoption of Revised Schedule of Board of Education Meetings**

The Board adopted the following revised schedule of regular meetings to be held for the remainder of 1962.

* Approved for high schools elected to membership, but for a period not exceeding three consecutive years in any membership period. A junior college (to qualify for membership) must be a member of the appropriate regional association of colleges and secondary schools and must make regular and substantial use of the College Entrance Examination Board tests and other services.

<i>Date</i>	<i>Place</i>
June 14 and 15	Los Angeles City Board of Education 450 North Grand Avenue, Los Angeles
September 13, 14 and 15	Los Angeles County Board of Supervisors Room 500 West Temple Street, Los Angeles
October 11 and 12	Oceanside
November 29 and 30	San Francisco

Changes in Rules and Regulations

Fees for Teacher Credentials. The Board, acting under the authority of Education Code Sections 152 and 13182, amended Section 201 of Title 5 of the California Administrative Code, relating to fees for teacher credentials, to read as follows (effective June 16, 1962):

201. (e) **Fee.** Each application for a credential shall be accompanied by a money order or check for the fee specified in Section 200.2 for the issuance of a credential.

Special Educational Programs for Mentally Gifted Minors. The Board, acting under the authority of Education Code Sections 152 and 6432, amended Section 199.12 of Title 5 of the California Administrative Code, relating to special educational programs for mentally gifted minors, by adding subsections (f) and (g), and adopted these as emergency regulations to read as follows (effective May 21, 1962):

199.12. (f) A program shall be maintained on a regular basis for at least 17 weeks of a semester or for at least 34 weeks of an annual school term. In a school which is not organized on the semester basis, one-half of the days the regular day schools are maintained shall be deemed the equivalent of a semester.

(g) A program provided as a part of an approved summer school meeting the time requirements set forth in Section 117 and which program is conducted for a minimum of 55 minutes for each day on which the summer school is maintained, shall be deemed to be the equivalent of a program conducted for a semester. A pupil participating in such a program in an approved summer school for a total of 20 days during a fiscal year may be counted as a participating pupil. The Fourth of July may be counted as one of such days even though the school is not maintained on that day.

Statewide Testing Program of Public School Children. The Board, acting under the authority of Education Code Sections 152, 12821, and 12825, amended Section 85.1 of Title 5 of the California Administrative Code, relating to a statewide testing program of public school children, to read as follows (effective June 16, 1962):

85.1. **Required State Testing Program.** During the period commencing October 15 and ending November 15, each school district maintaining the grades mentioned herein, or any of them, shall give during the 1962-63 school year and during each school year thereafter tests selected as required by Education Code Section 12822 to all pupils enrolled in the respective grades. For any school year the identical test shall be given to each pupil of the district enrolled in the particular grade for which the test is approved. The administration of the tests shall be certified as having been in strict compliance with the instructions of the developer or publisher; the tests shall be scored, the scoring thereof certified as having been in strict compliance with the instructions of the developer or publisher for scoring, and the scores shall be submitted to the State Department of Education on the dates required by and on forms prescribed or approved by the Superintendent of Public Instruction including punch cards so approved, all as shown in the following chart:

(1)	(2)	(3)	(4)	(5)	(6)
Kinds of Tests	Pupils to be given the test (see definition of pupil in Section 85)	Certification as to administration of tests to be by:	Scoring may be performed by:	Certification of scoring to be by:	Governing board may authorize scores to be submitted by:
a) READING ACHIEVEMENT TEST			Employees of the district	The district superintendent	The district superintendent
For Grade 5	All pupils in Grade 5	The district superintendent or the county superintendent, if the district has no district superintendent	Employees of the county superintendent of schools	The county superintendent of schools	The county superintendent of schools
For Grade 8	All pupils in Grade 8		The publisher's scoring service	The person supervising the scoring in the publisher's scoring service	The publisher's scoring service
For Grade 11	All pupils in Grade 11		Other scoring services	The person supervising the scoring in the scoring service	The chief administrator of the scoring service
b) ARITHMETIC OR GENERAL MATHEMATICS ACHIEVEMENT TEST					
For Grade 5	All pupils in Grade 5	The district superintendent or the county superintendent, if the district has no district superintendent	Any of the entities listed in (a)	The respective entity listed in (a)	The respective entity listed in (a)
For Grade 8	All pupils in Grade 8				
For Grade 11	All pupils in Grade 11				
c) MECHANICS AND USAGE OF ENGLISH ACHIEVEMENT TEST					
For Grade 5	All pupils in Grade 5	The district superintendent or the county superintendent, if the district has no district superintendent	Any of the entities listed in (a)	The respective entity listed in (a)	The respective entity listed in (a)
For Grade 8	All pupils in Grade 8				
For Grade 11	All pupils in Grade 11				
d) INTELLIGENCE TESTS					
For Grade 5	All pupils enrolled in Grades 5, 8, or 11 as the case may be, except that after July 1, 1963, those who have taken the identical test during the preceding school year may be exempted	The district superintendent or the county superintendent, if the district has no district superintendent	Any of the entities listed in (a)	The respective entity listed in (a)	The respective entity listed in (a)
For Grade 8					
For Grade 11					

Permits Authorizing Service in Child Care Centers. The Board and the Superintendent of Public Instruction, in joint action under the authority of Education Code Sections 16625.2 and 16629, respectively, added Article 16 (Sections 137-137.12) to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, relating to permits authorizing service in child care centers, effective July 1, 1962.

NOTE: The complete text of the added sections of Title 5 of the California Administrative Code noted above will appear as reprints from the California Administrative Register, and will be available from the State Department of Education.

Revocation of Credentials for Public School Service

The Board revoked the credentials, life diplomas, and other documents for public school service heretofore issued to the following persons:

Name	Date of birth	Revocation effective	By authority of Education Code Section
Bravener, Sandra Lea	3- 6-37	May 11, 1962	13206
Bruyere, Donald Eugene	4-19-29	April 29, 1962	13205
Denzinger, Paul Bernard	3-24-29	May 11, 1962	13202
Finkenbinder, Malburn Lee	2-28-06	May 10, 1962	13205
Goldsmith, Henry James	3- 9-32	May 11, 1962	13206
Grady, William John	5-29-25	April 23, 1962	13205
Mayo, Leslie G.	12-21-28	April 13, 1962	13205
Miller, Miles Max	7- 3-04	April 9, 1962	13205
Morgan, Gerald Joseph	2- 2-10	April 30, 1962	13205
O'Reilly, Lawrence J.	12-19-35	April 24, 1962	13205
Radford, Paul Emmitt	5- 4-27	May 11, 1962	13206
Sauceda, Ricardo	9- 9-35	May 11, 1962	13206
Stowell, Richard Armstrong	4- 1-31	May 2, 1962	13205
Tornell, Margaret Houlihan	11-20-30	May 11, 1962	13206

Approval of Appointment to State Curriculum Commission

The Board appointed Mrs. Jeannine R. Sevey, Oceanside, vice Mrs. Martha McIntosh, resigned, for the unexpired term until August 29, 1964.

Approval of Changes in School District Organization

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Sections 3151 and 3584), the Board approved the following proposal regarding a change in school district organization:

Formation of a unified school district in Mono County—A proposal by the Mono County Committee on School District Organization that an election be held to determine whether the voters in Mono County school districts wish to form a unified school district to include all of the territory in Mono County.

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Section 3152), the Board approved the following proposal regarding a change in school district organization:

Formation of a unified school district in San Benito County—A proposal by the San Benito County Committee on School District Organization that an election be held to determine whether the voters in the Fairhaven and Fairview elementary school districts and the North County Joint Union Elementary School District wish to form a union school district.

In accordance with the provisions of Chapter 9 of Division 5 of the Education Code (Section 3151), the Board approved the following proposal regarding a change in school district organization:

Formation of a junior college district in San Joaquin County—A proposal by the San Joaquin County Committee on School District Organization that an election be held to determine whether the voters in the Escalon, Linden, Lodi, and Manteca union high school districts, the Tracy Joint Union High School District, and the Lincoln and the Stockton unified school districts, all in San Joaquin County, and the Galt Union High School District in Sacramento and San Joaquin counties wish to form a junior college district.

CHILDHOOD EDUCATION WORKSHOP FOR TEACHERS

The California Association for Childhood Education will hold a summer workshop for teachers in cooperation with Fresno State College from August 13 to August 24, 1962, at Brookdale Lodge in the Santa Cruz Mountains. Workshop study will concentrate on teachers' problems of fostering social awareness and action, and will include sessions on classroom teaching practices and on action research methods. Two units of credit may be earned in work taken under the direction of Erwin H. Sasman, who will be the workshop director for Fresno State College. Further information may be obtained from Dr. Sasman at 4612 Fishering Drive, Bakersfield, California; or from Helen Fisher Darrow, workshop director for the California Association for Childhood Education, 689A Roble Avenue, Menlo Park, California.

HELEN HEFFERNAN SCHOLARSHIP AWARD, 1962

The California Association for Supervision and Curriculum Development has awarded the Helen Heffernan Scholarship for 1962 to J. Clark Jenkins, teacher of Spanish and Portuguese at Pasadena High School. Mr. Jenkins will receive a grant of \$1,000, which will be supplemented by an interest-free loan of \$1,000 for a period of four years. The scholarship is awarded each year for the purpose of encouraging competent teachers to engage in graduate study in the field of supervision and curriculum development.

DIRECTORY OF CALIFORNIA TEACHER PLACEMENT AGENCIES, 1961-62

As a service to the public schools of California and to other educational agencies and organizations, the California Educational Placement Association, an association of placement offices of accredited teacher

education institutions, helped to compile the following directory of teacher placement offices other than the commercial agencies in the area. Not all the offices listed are association members.

Officers of the California Educational Placement Association for 1961-62 are the following: *President*, Harold D. Jones, Fresno State College; *Vice-President*, Charles L. Bond, University of California, Riverside; *Secretary-Treasurer*, Carol L. Hollingsworth, California State Polytechnic College, San Luis Obispo.

CALIFORNIA TEACHER PLACEMENT AGENCIES

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
ALAMEDA COUNTY STATE COLLEGE 22300 Foothill Boulevard, Hayward JE ffferson 8-8000	Paul Lawrence, <i>Associate Dean of Students</i>
CALIFORNIA COLLEGE OF ARTS AND CRAFTS 5212 Broadway, Oakland 18 OL ympic 3-8118	Bruce M. Breckenridge, <i>Assistant to the Chairman, Teacher Education Department</i>
CALIFORNIA STATE POLYTECHNIC COLLEGE KELLOGG-Voorhis CAMPUS Pomona LY coming 5-1241, Ext. 245	Milton R. White, <i>Placement Officer</i> Dorothy B. Cochran, <i>Placement Supervisor</i>
CALIFORNIA STATE POLYTECHNIC COLLEGE SAN LUIS OBISPO San Luis Obispo LI berty 3-2000, Ext. 441	Hugh O. LaBounty, <i>Coordinator, Teacher Education Program</i> Robert Maurer, <i>Acting Dean, Arts and Sciences</i>
CALIFORNIA TEACHERS ASSOCIATION 1705 Murchison Drive, Burlingame OX ford 7-1400	Eugene A. Rittenhouse, <i>Placement Officer</i> Carol L. Hollingsworth, <i>Placement Supervisor</i>
CALIFORNIA TEACHERS ASSOCIATION 1125 West Sixth Street, Los Angeles 17 HU ntley 2-5660	Frank W. Parr, <i>Special Services Executive</i>
CHAPMAN COLLEGE 333 North Glassell Street, Orange KE llogg 8-2381	Richard T. Haley, <i>Director of Personnel Services</i>
CHICO STATE COLLEGE West First Street, Chico FI reside 3-4411, Ext. 411	Emery E. Owens, <i>Director of Teacher Placement</i>
CLAREMONT GRADUATE SCHOOL Claremont NA tional 6-8511, Ext. 2265	H. Thurston Hatch, <i>Placement Officer</i> Mrs. Marjorie Roberts, <i>Placement Supervisor</i>
COLLEGE OF THE HOLY NAMES 3500 Mountain Boulevard, Oakland KE llogg 3-3565, Ext. 288	Herbert Gatzke, <i>Registrar</i> Mrs. Winogene Klotz, <i>Placement Secretary</i>
COLLEGE OF NOTRE DAME Belmont LY tell 3-7676	Sister Mary of St. Michael, <i>Director of Teacher Placement</i>
DOMINICAN COLLEGE OF SAN RAFAEL San Rafael GL enwood 3-9668	Sister Rosemarie Julie, <i>Director Teacher Placement</i>
	Sister M. Augusta, O.P., <i>Placement Secretary</i>

CALIFORNIA TEACHER PLACEMENT AGENCIES

(Continued)

Institution or Organization	Personnel of Placement Office
FRESNO STATE COLLEGE Shaw Avenue, Fresno 26 BA 1dwin 2-5161, Ext. 254	Harold D. Jones, <i>Director of Placement</i> Mrs. Gean Howard, <i>Placement Supervisor</i>
GEORGE PEPPERDINE COLLEGE 1121 West 79th Street, Los Angeles 44 PL easant 3-1411, Ext. 38; or PL 3-7011	Oslyn A. White, <i>Director of Placement</i>
HUMBOLDT STATE COLLEGE Arcata VA ndyke 2-1771, Ext. 277	James F. Hoffe, Jr., <i>Placement Officer</i> Mrs. Mary Lou Humphrey, <i>Placement Supervisor</i>
IMMACULATE HEART COLLEGE 2021 North Western Avenue, Los Angeles 27 HO llywood 2-1301, Ext. 97	Don W. Karshner, <i>Dean of Students</i> Sister M. Socorro, <i>Director of Teacher Placement</i> Sister Mercia, <i>Assistant Director</i> Sister M. Humiliata, <i>President</i> Sister Elizabeth Ann, <i>Dean, School of Education</i>
LA SIERRA COLLEGE Arlington OV erland 9-4321, Ext. 1	George T. Simpson, <i>Director, Secondary Placement</i> Maybel Jensen, <i>Director, Elementary Placement</i> George Akers, <i>Dean, Director of Placement</i>
LA VERNE COLLEGE 2150 Fifth Street, La Verne LY coming 3-3511, Ext. 9	Cleo C. Beery, <i>Head, Department of Education</i> Faythe DiNicola, <i>Secretary, Placement Office</i>
LONG BEACH STATE COLLEGE 6101 East Seventh Street, Long Beach 4 GE neva 3-0951, Exts. 23, 24, 25	Mrs. Jane T. Gowan, <i>Placement Officer, Administrative and Psychological</i> Mrs. Adelaide L. Scott, <i>Placement Supervisor, Secondary Education</i> Mrs. Ruth Nielsen, <i>Placement Interviewer, Elementary Education</i>
LOS ANGELES STATE COLLEGE 5151 State College Drive, Los Angeles 32 CA pitol 5-1631, Ext. 581	Fred G. Rhodes, <i>Placement Officer</i> Mrs. Arline Snyder, <i>Placement Supervisor</i>
LOYOLA UNIVERSITY OF LOS ANGELES 7101 West 80th Street, Los Angeles 45 SP ring 6-0400, Exts. 334, 335	L. M. O'Connor, <i>Director of Teacher Placement</i>
MILLS COLLEGE Oakland 13 NE ptune 2-2700, Ext. 278	Mrs. Barbara Heider Downen, <i>Director of Placement</i>
MOUNT ST. MARY'S COLLEGE 12001 Chalon Road, Los Angeles 49 BR adshaw 2-3618, Ext. 28	Doris Schifflea, <i>Coordinator for Elementary School Student Teaching</i> F. Roman Young, <i>Director of Student Teaching, Secondary Level</i>
OCCIDENTAL COLLEGE 1600 Campus Road, Los Angeles 41 CL inton 5-5151, Ext. 308	Roy G. Petrie, <i>Chairman, Department of Education; and Director, Teacher Placement</i> Mrs. Leona M. Malone, <i>Secretary, Teacher Placement</i>

CALIFORNIA TEACHER PLACEMENT AGENCIES
 (Continued)

<i>Institution or Organization</i>	<i>Personnel of Placement Office</i>
ORANGE COUNTY STATE COLLEGE 800 North Cypress Avenue, Fullerton TR 1-3300, Ext. 41A	Max W. Burke, <i>Director,</i> <i>Placement Services</i> Mrs. Barbara A. Hartsig, <i>Coordinator,</i> <i>Elementary Education</i> Edwin R. Carr, <i>Coordinator,</i> <i>Secondary Education</i>
PACIFIC UNION COLLEGE Angwin WO odward 5-2421, Ext. 226 (St. Helena exchange)	Edwin C. Walter, <i>Director of</i> <i>Student Placement</i>
PASADENA COLLEGE 1539 East Howard Street, Pasadena SY camore 8-0541	E. Boyd Shannon, <i>Head, Department</i> <i>of Education</i>
SACRAMENTO STATE COLLEGE 6000 J Street, Sacramento 19 GL adstone 2-3252, Ext. 246	Willis J. Black, <i>Placement Officer</i> Robert R. Dalzell, <i>Placement</i> <i>Supervisor</i>
SAN DIEGO COLLEGE FOR WOMEN Alcala Park, San Diego 10 CY press 6-6113	Mother M. A. Rossi, <i>Dean</i> Mother M. Guest, <i>Director of Student</i> <i>Teaching</i>
SAN DIEGO STATE COLLEGE 5402 College Avenue, San Diego 15 JU niper 2-4411, Ext. 401-6	Will M. Kidwell, <i>Placement Officer</i> Mrs. Dorothe Bonsignore, <i>Assistant</i> <i>Placement Officer (Elementary,</i> <i>Secondary, and Administration)</i> Manfred H. Schrupp, <i>Dean of</i> <i>Education Division</i>
SAN FERNANDO VALLEY STATE COLLEGE 18111 Nordhoff Street, Northridge DI ckens 9-1200, Ext. 267	Louis A. Breternitz, <i>Director of</i> <i>Placements</i> Mrs. Mabel H. Phillips, <i>Placement</i> <i>Supervisor</i>
SAN FRANCISCO COLLEGE FOR WOMEN Lone Mountain, San Francisco 18 SK yline 2-3033	Mother Beth Nothomb, <i>Director of</i> <i>Teacher Education</i> Mother Catherine Parks, <i>President</i> Mother Natalie White, <i>Dean</i>
SAN FRANCISCO STATE COLLEGE 1600 Holloway Avenue, San Francisco 27 JU niper 4-2300, Ext. 412	Vernon A. Wallace, <i>Director of</i> <i>Placement</i> Gail Humphrey, <i>Placement Supervisor</i>
SAN JOSE STATE COLLEGE 250 South Fourth Street, San Jose 14 CY press 4-6414, Ext. 2034	E. W. Clements, <i>Director of Placement</i> Mrs. Dale Harris, <i>Placement Associate,</i> <i>Education</i> Mary Schaaf, <i>Educational Placement</i> <i>Interviewer</i> Barbara Nelson, <i>Educational Placement</i> <i>Secretary</i>
STANFORD UNIVERSITY Stanford DA venport 1-2300, Ext. 2364	R. Dudley Boyce, <i>Placement Director</i> Mrs. Mary L. Evans, <i>Assistant Director,</i> <i>Placement Services</i>
STANISLAUS STATE COLLEGE P. O. Box 1000, Turlock ME rcury 2-2411	Joseph E. Bruggman, <i>Dean of Students</i>

CALIFORNIA TEACHER PLACEMENT AGENCIES
(Continued)

Institution or Organization	Personnel of Placement Office
UNIVERSITY OF CALIFORNIA 521 University Hall, Berkeley 4	Frank L. Kidner, <i>University Dean of Educational Relations</i> Aubrey L. Berry, <i>Director of Educational Placement</i>
UNIVERSITY OF CALIFORNIA, BERKELEY Office of Educational Placement 192 University Hall, Berkeley 4 TH ornwall 5-6000, Ext. 3283	David B. Stewart, <i>Educational Placement Officer</i> Placement Advisers: Alice Greer, <i>Secondary and Junior College</i> Mrs. Gladys Pedersen, <i>Elementary and Foreign</i> Evelyn Mumma, <i>Pupil Personnel</i> Brinton H. Stone, <i>Colleges and Universities</i>
UNIVERSITY OF CALIFORNIA, DAVIS Office of Educational Placement, Davis SK yline 3-4011, Ext. 726	Mrs. Rebekah Stromgren, <i>Placement Adviser</i>
UNIVERSITY OF CALIFORNIA, LOS ANGELES 405 Hilgard Avenue, Los Angeles 24 BR adshaw 2-6161, Ext. 6209	Claude W. Fawcett, <i>Educational Placement Officer, Supervisory and Administrative</i> Placement Advisers: Katherine Pyle, <i>Elementary, Special Services, and Special Education</i> Rose Marie Gruby, <i>Secondary and Junior College</i> William Thomas, <i>Four-year Colleges and Universities</i>
UNIVERSITY OF CALIFORNIA, RIVERSIDE Riverside OV erland 4-2210, Ext. 295	Charles L. Bond, <i>Placement Officer</i> John Massingale, <i>Placement Adviser</i>
UNIVERSITY OF CALIFORNIA, SANTA BARBARA University WO odland 7-5611, Exts. 2142, 2143	E. L. (Chally) Chalberg, <i>Educational Placement Officer</i> Mrs. Ruth I. Bryant, <i>Placement Adviser</i>
UNIVERSITY OF THE PACIFIC Pacific Avenue, Stockton 4 HO ward 4-7781, Ext. 77	Henry R. Spiess, <i>Director of Placement</i>
UNIVERSITY OF REDLANDS Redlands PY ramid 3-2121, Ext. 249	Jack B. Cummings, <i>Director of Placement</i> Mrs. Marjorie Herman, <i>Placement Assistant</i>
UNIVERSITY OF SAN FRANCISCO 2130 Fulton Street, San Francisco 17 SK yline 2-1000, Exts. 261, 262	Mrs. Rosemary Moore, <i>Director of Teacher Placement</i> Henry C. Hall, <i>Director, Courses in School Administration</i> John R. Devine, <i>Coordinator of Student Teaching</i> Edward J. Griffin, <i>Chairman, Department of Education</i> Robert R. Reilly, <i>Coordinator of Counselor Training</i>

CALIFORNIA TEACHER PLACEMENT AGENCIES
(Continued)*Institution or Organization*

UNIVERSITY OF SOUTHERN CALIFORNIA
3551 University Avenue
University Park, Los Angeles 7
RI chmond 8-2311, Exts. 391, 392

WESTMONT COLLEGE
955 La Paz Road, Santa Barbara
WO odland 9-2237, Ext. 23

WHITTIER COLLEGE
Philadelphia and Painter Streets
Whittier
OX bow 3-0771, Exts. 15, 22

Personnel of Placement Office

Robert E. Cralle, *Director*
Paul Fisher, *Associate Director*
Paul J. Avery, *Assistant Director*
Rodman F. Garrity, *Assistant Director*
Rosella Wilson, *Placement Director*

Homer Hurst, *Director of Teacher
Placement*
Mrs. Mary E. Bandy, *Secretary*

Professional Literature

PUBLICATIONS RECEIVED

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